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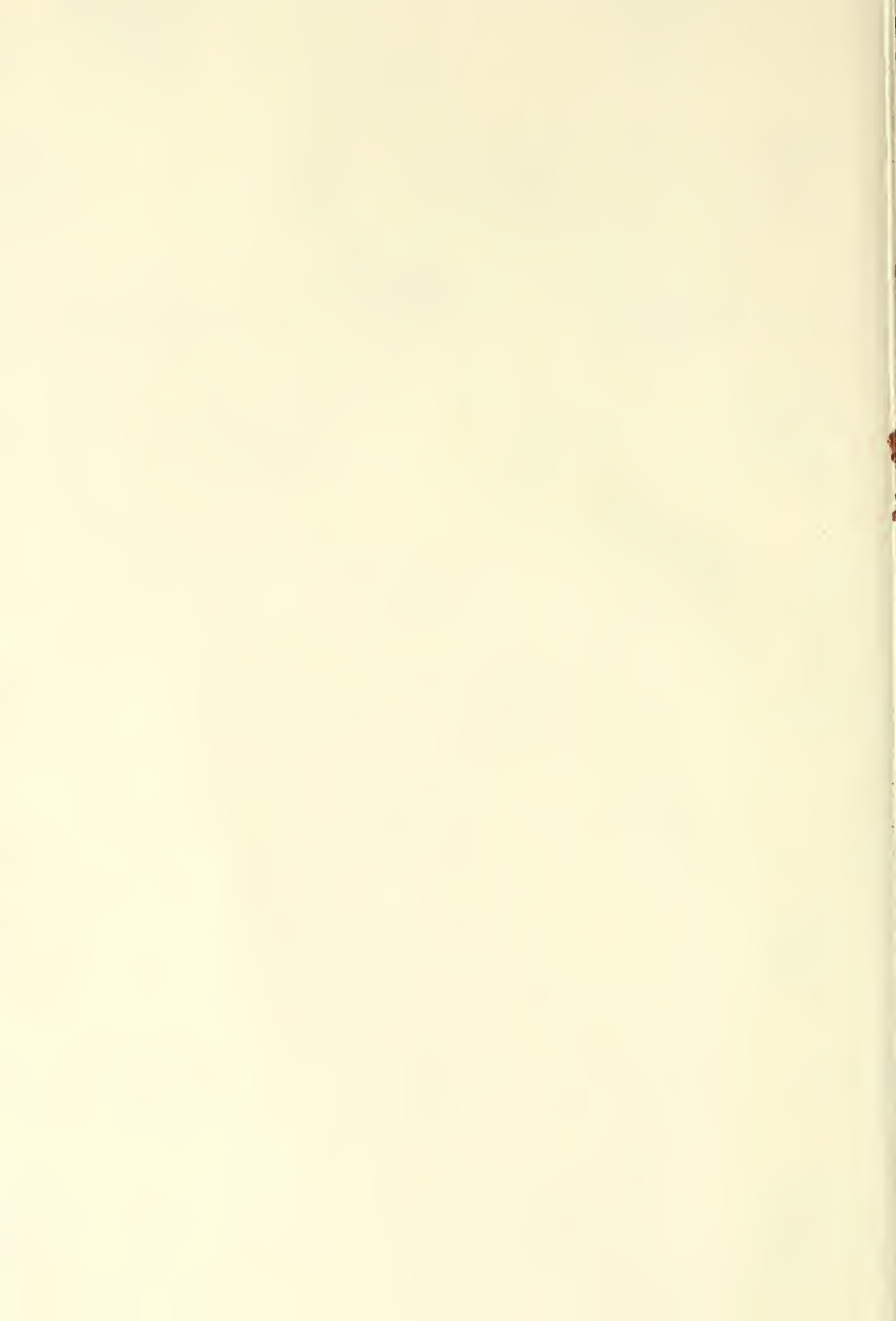


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OUTLINE GUIDE

TO

AMERICAN HISTORY....

BY

EMMA M. RIDLEY, A. M.

PROFESSOR OF HISTORY

IN

THE IOWA STATE NORMAL SCHOOL

CEDAR FALLS, IOWA:
PRESS OF GEO. A. FABRICK & COMPANY

1898



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...OUTLINE GUIDE...

TO

American History

BY THE

SOURCE AND LIBRARY METHOD

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PREFACE.

Until within the last twenty-five years the historian was little more than an annalist. J. R. Green wrote a history of the English People. Since then all is changed. History writing and history study have received a mighty impulse. History is no longer a mass of dead facts. It is a living science, whose duty it is to so connect the past with the present that we may see and feel its unity, and may realize our opportunities and our responsibilities.

The problems before us today are the legacy of those who have preceded us,—the results of their successes or failures. This makes history a living science, no longer to be regarded as a mere culture study, dependent upon the memory alone. Today the genuine study of history demands the exercise of all the mental faculties in determining motives, comparing situations and drawing conclusions. This can not be done by reading one meager text book. Different authors must be read to get different points of view. Better still is the present tendency to send the pupil directly to the original source, whether it be a newspaper clipping, a speech, a diary account, a letter or a government record. How much more meaning the "Compromise of 1850" has when one reads the speeches and debates of that time! The original sources are constantly being made more available to the student. Every teacher should own, and may the time soon come when every pupil may own, the Sheldon-Barnes American history, or some similar collection.

The following Outline Guide is put in print for the Convenience of the Iowa State Normal students, but may possibly be useful to others. It is not intended that any one student shall use all the references given, but different students using different books will bring a variety of opinions to the class, which

must be discussed and accounted for. Six or eight good texts have been cited throughout, and such other books as have been found most helpful. A list of the books referred to with the publishers' names is given for the use of any who may be selecting libraries for school or private use.

This Outline Guide is put in print with much hesitation. It lays no claim to completeness or to much originality. It is intended to be merely suggestive, to get the pupil away from the old memory method, to stimulate thought, to accustom him to formulate and express his own opinion from the data given, and to make him feel if possible his opportunities and responsibilities as an individual and a citizen.

Grateful acknowledgement is due to Miss Sara M. Riggs, associate Professor of History in the State Normal, for reading the manuscript and making valuable suggestions.

E. M. R.

SOURCE COLLECTIONS.

1. Sheldon-Barnes, American History,—Heath & Co.
 2. American History Leaflets (10c. each),—Lovell & Co.
 3. Old South Leaflets (5c. each),—Heath & Co.
 4. American History Studies (5c. each), reprinted from articles in
 5. Northwestern Monthly,—J. H. Miller, Lincoln, Neb.
 6. Hart's Contemporaries; 4 vols. (One volume edition for school use now in preparation),—Macmillan Co.
 7. Preston's Documents, 1606-1863,—Putnam.
 8. Macdonald's Documents, 1776-1861,—Macmillan Co.
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LIST OF SCHOOL TEXT-BOOKS.

1. Montgomery, Leading Facts of American History,—Ginn & Co.
 2. McMaster, School History,—American Book Co.
 3. Fiske, History of the United States,—Houghton, Mifflin & Co.
 4. Thomas, History of the United States,—Heath & Co.
 5. Eggleston, School History of the United States,—American Book Co.
 7. Johnston's School History of the United States,—Henry Holt & Co.
 8. Sheldon-Barnes, American History,—Heath & Co.
 9. Lee's School History (Southern),—B. F. Johnson Pub. Co., Richmond, Va.
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LIST OF NORMAL AND ADVANCED HIGH SCHOOL BOOKS.

1. Sheldon-Barnes, American History,—Heath & Co.
2. Channing, Students' History,—Macmillan Co.
3. Epochs of American History, 3 vols. edited by A. B. Hart,—Longmans, Green & Co.
4. Montgomery, Students' History,—Ginn & Co.
5. Andrews' United States History. 2 vols.—Scribners.

6. American History Series, 5 vols.,—Scribners.
 - a. Fisher, The Colonial Era.
 - b. Sloane, The French War and the Revolution.
 - c. Walker, Making of the Nation.
 - d. Burgess, The Middle Period, 1817-1858.
 - e. Burgess, Civil War and Reconstruction.
7. Frothingham, Rise of the Republic of the U. S.,—Little, Brown & Co.
8. Fiske, The Discovery of America, 2 vols.,—Houghton, Mifflin & Co.
 - Fiske, Beginnings of New England.
 - “ The Critical Period.
 - “ The American Revolution, 2 vols.
9. Lodge, English Colonies in America,—Harpers.
10. Goldwin Smith, (English writer) Political History of the U. S.,—Macmillan.
11. Biographies in the American Statesman Series,—Houghton, Mifflin & Co.
12. Higginson, United States History,—Harper.
13. Washington and his Country,—Ginn & Co.
14. Franklin's Autobiography.
15. Ridpath, Popular History of the U. S.,—Hunt & Eaton, New York.
16. Larned, History for Ready Reference,—C. A. Nichols & Co., Springfield.
17. Losing U. S. History,—Belknap. Hartford.
18. Morris, Half Hours With American History, 2 vols.,—Lippincott
19. Johnston's Orations, 3 vols.,—Putnam.
20. Coffin Series,—Harpers.
 - a. Boys of '76.
 - b. Building of a Nation.
 - c. Boys of '61.
21. Johnston's American Politics,—Henry Holt & Co.

LARGER WORKS.

1. Prescott, Conquest of Mexico.
2. Bryant & Gay, 1492-1870, U. S. History,—Scribners.
3. English Authorities:
 - a. Doyle, English Colonies in America, 3 vols., Henry Holt & Co.
 - b. Green, History of England.
 - c. Lecky, England in the XVIII century, vols., III, IV,—Appleton.
 - d. Adam Smith, Wealth of Nations,—R. Worthington, New York.
4. Winsor, Narrative and Critical History of America, 8 vols.,—Houghton, Mifflin & Co.
5. Bancroft, History of the U. S., 1492-1789, 6 vols.,—Little Brown & Co.
6. Hildreth, History of the U. S., 1492-1821, 6 vols.,—Harpers.
7. McMaster, History of the People of the U. S., 1783-1821, 4 vols.,—Appleton.
8. Schouler, United States Under the Constitution, 1783-1861, Dodd, N. Y.
9. Parkman, France and England in North America, 1492-1763, 9 vols.,—Little, Brown & Co.
10. Bruce, Economic History of Virginia in the 17th Century, 2 Vols.,—Macmillan,
11. Weeden, Economic and Social History of New England, 1620-1789, 2 vols.,—Houghton, Mifflin & Co.
12. Greeley, American Conflict, 1789-1867, 2 vols.—A. D. Case & Co., Hartford.
13. Rossiter Johnson, Short History of the War of Secession,—Houghton, Mifflin & Co.
14. Ropes. Story of the Civil War,—Putnam.
15. Draper, History of the American Civil War, 1850-65, Harpers.
16. Rhodes, The United States from 1850, 3 vols.,—Harper's.
17. VonHolst, Constitutional History of the U. S., 8 vols., 1783-1861,—Callaghan, Chicago.
18. Jefferson Davis, (Southern) Rise and Fall of the Confederate Government, 2 vols.,—Appleton.

19. A. H. Stephens (Southern), War Between the States.,
2 vols. National Pub. Co.
20. Curtis, Constitutional History of the U. S. 1783-1789,—
Harpers.
21. Wilson, Rise and Fall of Slave Power in America,
3 vols , Osgood, Boston.
22. Andrews, The Last Quarter Century in the U. S., 2 vols.,
Scribner.
23. Higginson, Life in a Black Regiment,—Longmans.
24. Williams, Negro Troops in the Rebellion,—Harpers.
25. Mary A. Livermore, Story of the Civil War,—Worth-
ington, Hartford.
26. American Commonwealth Series (History of the States),
Houghton.
27. Dodge, Bird's Eye View of the Civil War,—Houghton.
28. Porter, Naval History of the Civil War,—Sherman,
New York.
29. Edw. P. Smith, Christian Commission,—Lippincott.
30. Comte de Paris, History of the Civil War,—Porter &
Coates.
31. Scott, Reconstruction During the Civil War.—Houghton.
32. McClellan's Own Story, Webster & Co., New York.
33. Benton, Thirty Years in the Senate, 1820-50,—Appleton.
34. Lowell, Political Fssays,—Houghton.
35. Webster's Great Speeches,—Little, Brown & Co.
36. Phillips, Speeches and Lectures,—Lee & Shepard.
37. Lincoln and Douglas, Speeches and Debates,—Scott,
Foresman & Co.
38. Beecher, Patriotic Addressses, 1850-85,—Fords, Howard,
Hulbert.
39. Elliot's Debates, 5 vols.,—Lippincott.

INTRODUCTORY.

I. THINGS THAT PAVED THE WAY FOR THE DISCOVERY OF AMERICA.

1. Pre-Columbian discoveries.

a. Northmen.

1). Compare with Phoenician voyages.

2). Credibility of the sagas,—compare with Greek myths.

b. Other claimants.

c. Why were these voyages not followed up?

d. What good did they do?

e. What if gunpowder or printing had been known by 1000 A. D.? Why were they not known?

Channing 22-4. Epochs I. 21-3. Sheldon 6-12. Montgomery 1-3.* Fiske 19-22. Thomas 4-5. Bryant I. 35-91. Hart's Contemp. I. 28-34. Fiske's Disc. of Am. I. 148-260. Winsor I. 61-9; IV. pp. XX.-XXX. Am. Hist. Leaf. No. 3. Old South Leaf. No. 31. Forum VIII. 489. Andrews I. 1-2. Doyle I. 18.

SUPPLEMENTARY READING.—Longfellow's "Discoverers of the North Cape" and "The Skeleton in Armor." Lowell's "The Voyage to Vinland. Whittier's "The Norsemen."

2. Crusades.

3. Travelers,—Marco Polo, etc.

4. Fall of Constantinople.

5. Portuguese voyages.

6. Inventions.

7. Intellectual awakening.

8. Religious zeal.

Note the reasons for and the effect of each of the above.

Query,—What was the problem of the Middle Ages? Why?

Channing 24-8. Epochs I. 23-4. Sheldon 3-6; 12-16. Montgomery 3-4. McMaster 10-11. Fiske 21-6. Gordy 1-2. Johnston 3-4. Fiske Disc. Am. I. 269-78; 293-5; 313-20. Andrews I. 3. Fisher 12-13. Winsor II. 39-42; 94-104. Bryant I. 92-8. Morris, Half Hours I. 42-3. Old S. Leaf. No. 32.

* All references to Montgomery are to the Students' History.

SUPPLEMENTARY READING.—Coleridge's "Kubla Khan," written after reading Marco Polo's travels.

II. NATIVE RACES.

Query:—Have the Mound Builders affected our civilization? Have the Indians? Study with this thought in mind.

1. Indians.

a. Origin.

b. Characteristics. Reasons for conflicting reports of early navigators.

c. Relations with the whites.

1). Good effects of Indian opposition.

d. Where are the Indians now?

e. Have we treated them fairly?

f. What are we doing to civilize them?

g. Why were they not more advanced in 1492?

Montgomery 19-14. Epochs I. 7-19. Sheldon 51-6; 381-5. McMaster 66-70. Fiske 1-14. Gordy 76-85. Eggleston 71-6; 85 9; 118, 370. Fisher 5-12. Fiske's Disc. Am. I. 1-147. Doyle I. 8-17. Shaler I. 190-273. Bancroft II. 86-136. Hildreth I. 50. Andrews I. Introd. Bryant I. 19-34. Weeden 23-46. Parkman's Jesuits in N. A.

SUPPLEMENTARY READING. — Longfellow's "Hiawatha". Cooper's "Last of the Mohicans". Helen Hunt Jackson's "Romona". Eggleston's "Famous American Indians". N. A. Rev. CXXII., "Montezuma's Dinner". Introduction to Prescott's "Conquest of Mexico."

III. PHYSICAL FEATURES OF NORTH AMERICA.

N. B.—Study to show their effect on the character of the settlers and on the development of the country.

1. Which was better for exploration and civilization, the eastern or western coast? Why?

2. Compare the northern and southern settlers as affected by climate, surface, natural resources, etc.

3. Fitness of the United States for the home of a great nation.

Channing 1-17. Epochs I. 1-7. Doyle I. 5-8. Winsor IV. 1-30. Shaler I. 1-50. Fisher 1-4. Payne 18-25. Weeden I. 1-7. Doyle I. 5-8.

DISCOVERY AND EXPLORATION

- N. B.—Study (1) to find out the motives of individuals and nations; (2) to learn what European nations claimed territory in America, noting:
- a). How each nation obtained or strengthened its claim;
 - b). What effect each nationality had on our life and institutions?
 - c). How England came to get most of it.
- N. B.—Place in note book this last topic (c) and each event bearing upon it as you come to it.
- N. B.—Get a Heath's outline map of North America (or draw one) and write the name and date of the explorer where he did his work, using different colored inks or different types to represent the different nations.
- N. B.—An outline map may be sketched on the board before hand and the explorations placed thereon as the recitations progress.

1. COLUMBUS

- a. Would America have been discovered if Columbus had never lived? Your reasons.
- b. Did the idea of sailing west originate with Columbus? Proof.
- c. His motives. (Note the bargain with the king of Spain.)
- d. Hindrances,—reasons for and results of.
- e. Does he deserve more credit than his sailors? Your reasons.
- f. Has he been over-praised? Your reasons.
- g. Compare the number of sailors on the first and second voyages and account for the difference.
- h. Is America rightly named? Why?

Channing 25-30; 34-5. Epochs I. 23-4. Sheldon 19-27. Montgomery 4-7; 9-10. McMaster 11-17. Fiske 25-32; 34. Gordy 2-8. Eggleston 1-5. Thomas 5-7. Andrews I. 4-11. Bryant I. 92-128. Hart's Contemp. I. 35-40; 44-9. Am. Hist. Leaf. No. 1. Old S. Leaf. Nos. 29, 33, 34. Morris I. 49. Winsor II. 1-23. Coffin's Old Times 45-9.

i. Recent ideas of Columbus.

Independent, Oct., and Nov. 1892. Rev. of Revs., IV. 617. Arena VI. 603. Century XLIV. 122, 280, etc.

SUPPLEMENTARY READING. — Prescott's "Ferdinand and Isabella." Tennyson's poem on "Columbus." Irving's "Life of Columbus." Lowell's "Columbus."

2. THE CABOT VOYAGES.

a. Object and results.

Explain the announcement that Henry VII. had "won a part of Asia without a stroke of the sword."

b. Were the Cabot voyages followed up? Reasons.

c. English fishermen.

d. Why did the Italians make voyages for other nations?

Channing 24. 31-4. Epochs I. 25. Sheldon 27-31. Montgomery 7-8. McMaster 14. Fiske 3^o. Gordy 6-7. Eggleston 8-10. Hart's Contemp. 69-72; 164-7. Am. Hist. Leaf. No. 9. Old S. Leaf. 37. Fiske's Disc. Am. II. 1-18. Bryant I. 129-38. Andrews I. 25-7. Doyle I. 23-6; 37-9. Winsor III. 1-7. Bancroft I. 8-15. Higginson 78-84. Hildreth I. 34-6.

3. Portuguese voyages.

a. Direction and object of.

b. The "Pope's division" or the "line of demarcation."

4. Discovery of the Pacific.

a. Compare this discovery with that of Columbus.

5. Circumnavigation of the globe.

a. Reason for.

b. Importance of.

c. Effect on the idea of a northeast passage.

Channing 35-7. Epochs I. 25-6. Montgomery 6, 10, 13. McMaster 14-7. Fiske 35-6; 42. Gordy 6-8; 18. Eggleston 10-11. Fiske's Disc. Am. I. 322-7; II. 18-9; 36; 190-211; 487. Fisher 14-16. Andrews I. 12-3. Sheldon 28-9. Winsor IV. 1-4. Morris I. 38. Hart's Contemp. I. 40-4.

N. B.—Put the topic Slavery in your note book and add to it as occasion offers.

6. Spanish in North America to 1600.
 - a. In Florida, Carolina and Virginia.

N. B.—Place the topic Florida in note book and note change in ownership, giving reasons.

 - 1). Strategic importance of Florida.
 - 2). DeAyllon and slavery. Begin to collect reasons for and against slavery.
 - b. In Mexico and on the Pacific coast.
 - 1). Was the conquest of Mexico a good thing for Mexico or not? For Spain? Your reasons. Note also the conquest of Peru.
 - c. In the Mississippi region.
 - 1). Did DeSoto help or hinder colonization? Your reasons.
 - 2). When DeSoto mustered his men in Spain, the Spaniards appeared “in doublets and cassocks of silk, pinck and embroidered” while the few Portuguese who joined him “were in the equipage of soldiers in neat armor.” Your conclusions from this.
 - d. How much had Spain accomplished by 1550? Compare with what she did after 1550 and account for the difference. Note the cause and effect of the Spanish armada.
 - e. Why should the Indian think that the god of the Spanish was gold?

N. B.—Reserve a page in your note book to record the loss of Spanish territory, with the reasons.

Channing 38-42; 51. Epochs I. 27-30. Sheldon 31-40. Montgomery 12-15. McMaster 17-24. Fiske 42-5. Gordy 12-7. Thomas 7-8. Fisher 16-20. Andrews I. 14-22. Doyle I. 75-81. Winsor II. 232-54; 480-98. Hart's Contemp. I. 49-64. Am. Hist. Leaf. No. 13. Old S. Leaf. Nos. 20, 35, 36, 39. Fiske's Disc. Am. II 213-482; 554-666. Prescott Bk. II ch. II. 171; ch. III. 186; ch. V. 210. Bryant I. 139-73. Higginson 64-74. Morris Half Hours 69. Coffin's Old Times 29. Bancroft II. 34-68; 74-82. Hildreth I. 39.

SUPPLEMENTARY READING.—Prescott's “Conquest of Mexico” and “Conquest of Peru.” Eggleston's “Montezuma.” Wallace's “The Fair God.” Munroe's “Fleming Feather.”

7. The French in America to 1600.
 - a. Early fishermen.

- b. In 1522 one of Magellan's ships touched France. Francis I. exclaimed, "Why, these princes coolly divide the new world between them! I should like to see that article of Adam's will which gives them America." Explain this.
- c. Effect of Verrazano voyage, 1524, on Spanish claims.
- d. Account for French inactivity.
- e. Work along the St. Lawrence, 1534-41.
- f. The Huguenot colonies, 1555-65.
 - 1). Compare motives and methods with previous attempts.
 - 2). Why was it "good newes" at Fort Caroline to learn that there were Indians who covered "their breasts, armes, thighes, legs and foreheads with large plates of gold and silver" as armor? Why did the Indians always report that this came from some tribe to whom they were hostile?
 - 3). "The [Indian] women going to dance, did weare about their girdles plates of gold as broad as a sawcer, and in such number that the weight did hinder them to dance at their ease; and that the men ware the like, also." Effect of such reports.
 - 4). Cause and result of the conflict with Spain.
 - g. How much did France claim by 1600?
- N. B.—Reserve a page in the note book for the loss of French possessions, giving reasons.

Channing 24, 40, 43-7. Epochs I. 32-4. Montgomery 16-7. McMaster 23-4. Fiske 50-5. Gordy 89. Eggleston 116. Fiske's Disc. Am. 493-6; 512-23. Winsor IV 5-9; 47-55. Fisher 20-2. Old S. Leaf. No. 17. Hart's Contemp. I. 102-21. Higginson's Exp. 99-104. Andrews I. 23-5. Bryant 174-223. Doyle I. 82-98. Hildreth I. 42-6. Coffin's Old T. 27. Morris I. 90. Parkman's Pioneers 33-95.

- 8. Elizabethan seamen.
 - a. What had the English done since the Cabot voyages? Why?
 - b. Account for her activity from 1570 on. Review the Spanish armada affair.

- c. Account for Drake's circumnavigation of the globe. Why is so much said of it?
 - 1). Explain this account of Drake's voyage: "We found by the sea side a Spaniard lying asleepe, who had lying by him 13 barres of silver, which weighed 4000 ducats Spanish; we tooke the silver and left the man. Not farre from hence, going on land for fresh water, we met with a Spaniard and an Indian boy driving 8 Llamas or sheepe of Peru * * so that bringing both the sheepe and their burthen to the ships, we found in all the bags 800 weight of silver."
 - 2). Reconcile the above with this from Drake's letter to his company, " * * whom I commit to the tuition of him that with his blood redeemed us, and am in good hope that we shall be in no more trouble, but that he will helpe us in adversitie," etc. (Hart's Contemp.)
 - 3). Did he influence colonization in America?
- d. Beste, an Elizabethan writer, said, " * * the only thing of the world that was left undone whereby a notable mind might be made famous and fortunate" was the discovery of a strait through North America. Explain.
- e. Why was Frobisher said to be "among the famousest men of our age for counsell and glory gotten at sea"? Why should his wife say, "Sir Martin Frobisher, whom God forgive"?
- f. What effect did the belief in a passage through N. A. have on exploration? On colonization?
- g. Compare Raleigh's idea with that of Frobisher and Gilbert. Compare results.

Channing 47-53. Epochs I. 36-44. Sheldon 41-5. Fiske 59-65. Montgomery 18-9; 24-6. McMaster 26-8. Gordy 19-24. Eggleston, 13-7. Fiske 23-8. Winsor III. 60-4; 88. Andrews I. 26-30. Hart's Contemp. I. 72-101. Higginson's Exp. Eggleston's Beg. of a Nation 4-7. Bancroft I, 63. Hildreth I. 77-88. Doyle I, 29-106. Coffin's Old T. 33-57. Bryant I. 224-61. Morris I. 105. Winsor III. ch. II.

SUPPLEMENTARY READING.—Longfellow's "Sir Humphrey Gilbert". Kingsley's Amyas Leigh: or Westward Ho! Scott's "Kenilworth". Henty's "Under Drake's Flag".

REVIEW.

1. Conflicting claims. Reasons for.
2. Compare the English attempts to settle before 1600 with those of Spain and France, as to motives, methods, and reasons for failure. Were these efforts wasted? Your reasons.
 - a. Explain this, written in 1582, by Sir Geo. Peckham: "Then shall her Majesties dominions be enlarged, her highnesse ancient titles justly confirmed; all odious idlenesse from this our Realm utterly banished, divers decayed towns repaired, and many poor and needy persons relieved, and estates such as now live in want shall be embet-tred, the ignorant and barbarous idolaters taught to know Christ, the innocent defended from their bloodie tyrannicle neighbors * * " This would also get rid of "a great number of men which do now live idely at home, and burthnous, chargeable, and to the common annoy of the whole state." (Hart's Contemp. I. 190).

Peckham also says that the voyage is not altogether undertaken for gain, for if the Indians "receive this only benefit of christianity (in exchange for furs, etc.) they were more than fully recompenced." He adds, "Wee got for trifles neer 1100 Bever skinnes, 100 Martins, and neer as many Otters."

3. Of what importance is it to American history that Spain's colonizing was limited to 1492-1600? Why?
4. Prove this statement: "The discovery of America emerged from a complex group of facts and theories, and was accomplished through a multitude of enterprises in all parts of the globe."
5. What things occurred about the same time? Reasons for.
6. What did each nation claim by 1550? By 1600? Note any decline or advance with the reasons.
7. Which men of this period do you think had the most lasting and largest effect on history? Which would you rather have been? Why?
8. What things do you think might have been done better, even under existing circumstances? Why were they not?
9. Effect of the discovery of America on Europe.

COLONIZATION PERIOD.

- N. B.—The object of our study is to trace the growth of ideas,—political, religious, educational, industrial and social,—representing our great institutions,—the government, the church, the school, occupations and the family.
- N. B.—Head pages in your note book with each of the above five ideas and note points under each as you study. Under political ideas keep separate pages for the growth of local institutions and for the growth of the idea of union.
- N. B.—Measure the value of everything by the amount of influence it has on these ideas.
- N. B.—Note the purpose of colonization, the character of the emigrants and effect of contact with nature and the Indians.
- N. B.—An outline map of the U. S. may be made or bought on which to locate the settlements and the extent of the grants.
- N. B.—A table may be built up showing name of colony, name of settlement, the nation making it, government (note changes), religion, etc.
1. Define a colony. From an ideal point of view; from England's point of view.
- N. B.—Keep a page in your note book for illustrating England's idea.
- Has the United States a colonial system?
 - Compare English motives and methods with those of other nations.
 - Reasons for successful colonization after 1600. Make a list in note book.

Epochs I. 45-53; 65-6. Doyle I. 75-7; 101-4. Johnston 11-23. Fiske's *Disc. Am.* II. 566-9. Hart's *Contemp.* 145-67. Adam Smith's "Wealth of Nations," ch. on colonies.

2. Revival of English enterprise.

a. Reasons for.

STUDY.—“It is agreed that ye Councell meet the Morrow * * at Sr. Ferd: Gorges Lodgings for conferring about ye forme of a patent betweene 7 and 8 o'clock in ye morneing.” [From Council proceedings, 1622.]

“Wee will grante to every present undertaker for his owne head, 100 acres of land * * and for every man sarvt yt he shall bringe or send thithr yt is fitt to bare Armes, armed wth a good fierlocke musket, performed boare, 12 bullets to ye pound, and wth 20 lb. of powder & 20 lb. of Bullets, 50 acres of land.” [Offer of Carolina proprietors in 1663. See Hart I. 276.]

b. Have the voyages of Gosnold, Pring and Weymouth any real value in American history? Your reasons.

c. The Virginia Company,—when and why organized?

1). Compare this with the methods previously used for planting colonies.

2). Terms of the charter,—your conclusions as to general motive.

Channing 59-61. Epochs I. 53-5; 66-9. Sheldon 57. Montgomery 28-9. McMaster 29-30. Fiske 65-7. Gordy 26-7. Fisher 30-4. Am. Hist. Leaf. No. 16, p. 5. Hart's Contemp. I. 144-64. Winsor IV. 172. Higginson's Exp. 203-13. Doyle I. 101-11. Bryant I. 267. Bancroft 85-6. Hildreth I. 90.

N. B.—Headings in note book:

a. England's commercial policy.

b. Political daring, courage, good fortune.

c. Colonial denials of the supremacy of Parliament.

3. Settlement of Virginia to 1660.

a. Was the interest of the individual colonist considered? Prove it.

b. Character and motives of colonists. Sir Thomas Gates in 1610 wrote, “[There was] a great shipwreck in the continent of Va. by the tempest of dissention: every man overvaluing his owu

worth, would be a commander; * * The next fountaine of woes was secure negligence, and providence, when every man sharked for his present bootie, but was altogether carlesse of succeeding penurie. * * Unto idleness you may joyne treasons * * wrought by those unhallowed creatures that forsooke the colony. * * Unto Treasons, you may joyne covetousnesse in the Mariners, who * * partly embezzled the provisions, partly prevented our trade with the Indians, making the matches in the night, and forestalling our market in the day." Hart I. 206-8.

- c. Effect on the location of the colony.
- d. Work of John Smith and credit due him.
- e. Reasons for famine 1609-10.
 - 1). Why should one man throw his Bible in the fire and say there was no God?
- f. Work of Dale 1611-16.
 - 1). Which was better, the early freedom or Dale's military law? Why?
 - 2.) Compare conditions in 1611 with 1616.
- g. Compare working in common with working for one's self? Is the same true today? Why?
- h. Effect of tobacco culture. politically, educationally, economically, etc. Note England's tobacco act.
- i. Explain Francis Bacon's remark that it was "a shameful and unblessed thing" to settle a colony "with the scum of the people."
- j. Effect and cause of the introduction of Negroes. Compare with white servants about 1670.
- k. Time and origin of the First Colonial Assembly.
 - a. Rights secured.
 - b. Importance of.

Study this extract from their official report: "[The Speaker sat in front of Gov. Yeardley, the others on either side] But forasmuche as men's affaires doe little prosper where God's service is neglected * * a prayer was said. * * Prayer being ended, to the intente that as we had begun at God Almighty, so

we might proceed with awful and due respecte toward the Lieutenant our most gracious and dread soveraigne * * [Within three days the assembly had passed laws] against Idleness. Gaming, durunkenness & excesse in apparell."

- l. Written constitution,—value of.
- m. Reasons for the change in the government in 1624.

- 1). Why should the king call the company "a seminary for a seditious Parliament"?

- 2). What did the colonists think of the change? Did it make any difference?

- n. Effect of the founding of Maryland.

- 1). Note boundary questions.

- 2). Compare Maryland and Virginia as to government and religion.

NOTE.—Maryland assembly in 1649 punished with death and loss of goods anyone cursing, denying or making "reproachful speeches" concerning the Trinity, but "noe person * * professing to believe in Jesus Christ" should be troubled "so as they be not unfaithful" to the proprietor or the government.

"In Virginia the families * * being seated * * at such distances from each other, many of them are very remote from the House of God, though placed in the midst of them. Hart I. 297.

- o. Account for Virginia's attitude during the English Commonwealth government.

- p. Did the Virginians before 1660 show any marked political ability? Prove it.

- q. Note England's various efforts to make Virginia profitable. [Eggleston's Beg. of a Nation 73-94.]

Channing 61-70. Epochs I. 69-77. Sheldon 58-69. Gordy 26-35. Montgomery 29-37. McMaster 30-4. Fiske 67-76. Eggleston 19-32. Thomas 12-4; 24-5. Fisher 34-49. Andrews I. 31-9. Eggleston's Beg. of a Nation 25-59; 88-9. Am. His. Leaf. No. 27. Hart I. 171-4; 200-36. Bruce I. Hildreth I. ch. 4. Winsor III. 127. Preston's Doc. 1, 32. Bryant I. 267-307. Lodge I. 24. Doyle I. 101-84. Higginson 85-90; 143-51. Morris I. 116. Coffin 45-9; 87. Macaulay's Eng. 582. Green's Eng. 666.

MARYLAND.

Channing 70-3. Epochs I. 81-7. Sheldon 70-1. Montgomery 99-104. McMaster 34-6. Fisher 125-9. Gordy 37-9. Eggleston 50-2. Thomas 24-7. Winsor III. 517-29; 533-6. Hart's Contemp. 247-74; 291-4. Am. Hist. Leaf. No. 16. p. 12. Andrews I. ch. 6. Eggleston's Beg. Nat. 220-57. Preston's Doc, 62-77. Winsor III. 517-43. Bryant I. 485-516. Lodge 93-111. Doyle I. 275-313. Hildreth I. 209-15.

SUPPLEMENTARY READING. — Charles Dudley Warner's "Captain John Smith." Eggleston's "Pocahontas and Powhatan." Thackeray's "Virginians."

4. New England to 1660.

- a. Review early attempts to settle.
- b. Religious parties in England.
 - 1). Explain relation between church and state.
 - 2). Parties,—Distinguish between them.
- c. Pilgrims.
 - 1). Their life in Holland,—why leave it?
 - 2). Negotiations with the king, the London company and the merchants. Account for results in each case.
 - 3). Study this advice given the Pilgrims by Rev. John Robinson. "Whereas you are to become a Body Polittick * * and are not furnished with Persons of special Eminency * * to be chosen by you into Office of Government; Let your Wisdom and Godliness appear not only in choosing such Persons as do intirely love * * the common Good; but also in yielding unto them all due Honour and Obedience."
 - 4). The Mayflower Compact.
 - a). Read it, noting terms.
 - b). Why made?
 - c). Its importance.
 - 5). Their communistic experience.
 - 6). Their government.
 - a). What is a democracy? Are there any now?
 - b). Voting qualifications,—note the influence of Miles Standish.

- 7). Why did Plymouth grow so slowly?
- 8). Relations with the Indians.

Channing 73-80. Epochs I. 113-24. Sheldon 65-8; 80. Fiske 85-91. Montgomery 36; 60-8. McMaster 40-7. Gordy 41-6. Eggleston 34-8. Thomas 15-7. Winsor III. 257-69; 295. Am. Hist. Leaf. Nos. 16, 29. Fiske's Beg. N. E. 50-66; 71-87; 199-205. Fisher 82-98. Andrews I. 39-41. Hart's Contemp. I. 187-90; 312-8; 340-61. Eggleston's Beg. Nat. 98. Green's Eng. People. Weeden's N. E. Bryant I. 370. Lodge 341-2. Doyle II. 11-81. Hildreth I. 90, 153. Coffin O. T. 111-5. Morris 145.

d. The Puritans.

- 1). Massachusetts Bay Company, — note the origin of the charter government and show how it might have become an oligarchy.
- 2). Compare the settlements of Salem and Plymouth, as to people, motives, growth, etc.
- 3). The Great Emigration.
 - a). Cause,—compare with our Stamp Act trouble, 1765.
 - b). Explain this from Sir Francis Higginson, 1629: "The passage was through God's blessing * * short and speedy—6 weeks and 3 days, healthful to our passengers, being freed from the great contagion of the scurvie and other maledictions, which in other passages * * had taken away the lives of many. * * We constantly served God * * " [Hart I. p. 194.]
 - c). Explain this proclamation of Charles I., 1637: "No persons being subsidy men (liable for taxes) or of the value of subsidy men shall emigrant."
- 4). The Watertown Protest.
 - a). Occasion of.
 - b). Underlying principle.
Explain their statement that "it was not safe to pay money after that sort for fear of bringing themselves and their posterity into bondage."
 - c). Results,—significance of.

- 5). Results of the prosperity of Massachusetts.
 - a). On other colonial enterprises.
 - b). On the kind of settlers.
 - c). On England's attitude.
 - (1). Explain Winthrop's statement that the "disorders of the mother country were the safe guard of the infant liberties of New England."
- 6). Customs, etc.
 - a). 1631, Winthrop's diary says, "At this court * * a servant * * being convict of most foul, scandalous invectives against our churches and governments, was censured to be whipped, lose his ears, and be banished the plantation, which was presently executed."
 - b). Winthrop says, "When the people have chosen men to be their rulers * * [and then petition to have a law not against God's law repealed] * * amounts to a plain reproof of those whom God hath set over them * * and [is] against the tenor of the fifth commandment."

Channing 80-6. Epochs I. 124-32. Sheldon 72. 81. Montgomery 68-72. McMaster 46-7. Fiske 91-7. Gordy 46-50. Eggleston 39-41. Thomas 17-21. Fisher 100-14. Fiske's N. E. 88-140. Hart's Contemp. 175-86; 190-9; 318-24; 366-82. Andrews I. 41-2. Old S. Leaf. No. 7. Eggleston Beg. Nat. 188-213. Winsor III. 310. Preston's Doc. 36-61. Weeden 133-49. Bryant I. 516-41. Lodge 343. Doyle II. 83-112. Hildreth I. 176-87.

SUPPLEMENTARY READING.—Moore's "Pilgrims and Puritans." Longfellow's "Miles Standish." Jane Austin's "Standish of Standish." "Betty Alden." Hawthorne's "Twice Told Tales." Campbell's "Pilgrims and Puritans in England, Holland and America." Hemans's [Mrs.] "Landing of the Pilgrim Fathers." Holmes's "Robinson of Leyden." [Mrs.] Stowe's "Mayflower."

- 7). Colonies settled from Massachusetts.
 - a). Rhode Island.
 - (1). Roger Williams's views on religion? Church and state? Land titles? Were his doctrines sound? Do you

blame Massachusetts for expelling him? Do we owe him anything?

- (a). Act expelling Williams said, he "hath broached and divulged divers new and dangerous opinions against the authority of magistrates; as also writ letters of defamation, both of the magistrates and churches here."
- (b). Why did Winthrop privately write him to steer his "course to the Narragansett Bay and Indians, [a place free from English patents.]"
- (2). Anne Hutchinson,—Winthrop, 1637, said to her, "Your conscience you must keep or it must be kept for you." Explain. Would you call her a woman's rights woman?
- (c). Explain the government of R. I.
- (d). Would you have liked to live there? Reasons.

Channing 86-90. Epochs I. 132-6; 146-9; 159-61. Sheldon 72. Montgomery 72-4. McMaster 49-50. Fiske 97-100. Gordy 52-6. Eggleston 42. Johnston 55; 166-7. Fisher 114-20; 154. Thomas 21-2. Fiske's N. E. 114-9. Hart I. 397-409. Eggleston's Beg. Nat. 266-306; 329-43. Preston's Doc. 110-29. Bryant I. 533-7; 553-6. Lodge 385. Doyle II. 113; 179. Morris 156. Coffin's Old T. 187.

b). Connecticut.

- (1). Reasons for. Note attitude of Mass.
- (2). Fundamental Orders. Compare with Massachusetts government and Mayflower Compact. Significance.
- (3). Reasons for founding New Haven.
- (4). Effect of protecting the regicides.

Channing 90-2. Epochs I. 140, 146. Sheldon 81-2. Johnston 32-4. Montgomery 91-9. McMaster 50-1. Fiske 100-5. Gordy 50-2. Old S. Leaf. No. 8. Hart I. 363-5; 410-25; 488-94. Fisher 126-31; 150. Fiske's N. E. 123-34. Eggleston's Beg. Nat. 315-29. Preston's Doc. 78-84; 96-119. Bryant I. 549-52. Lodge 373. Doyle II. 149. Coffin's Old T. 171. Winsor III. 330.

c). New Hampshire.

- (1). Government, — relation to Massachusetts, etc.

Epochs I. 150-3. Montgomery 86-91. McMaster 47-8. Fiske 97-100. Fisher 100, 124. 158, 224. Bryant I. 333; II. 27. Hildreth I. 258. Doyle I. 201. Coffin's Old T. ch. XII.

- 8). Voting by ballot, 1634,—reason for and importance of.

- 9). Massachusetts "Body of Liberties."

a). Objections to.

b). Importance of.

c). Compare with Connecticut "Orders."

- 10). New England Confederation.

a). Note earlier suggestions of union.

b). Time, object, colonies in it. Why not others? Principles involved.

c). Note the basis of taxation and representation. Was it satisfactory?

d). Explain Winslow's answer to England's objections, "If we of America should forbear to unite for offence and defence against a common enemy till we have leave from England, our throats might be cut before the messenger would be half way across the sea."

Channing 92. Epochs I. 137-9; 154-9; 161-4. Montgomery 75. Fiske 107. McMaster 51-2. Fisher 133-43. Am. Hist. Leaf. Nos. 7, 25. Hart I. 447-51. Preston's Doc. 85-95. Gordy 56. Andrews I. 46-7. Fisher's N. E. 153-98. Doyle II. 62; 220-65. Bryant II. 49. Hildreth I. 274. 285. Lodge. Frothingham.

11). Schools, colleges, and printing.

5. Dutch settlements.

a. Origin and object of Dutch claims.

b. Value of location then and now.

c. Recall Champlain's relation with the Iroquois and note the effect here.

d. Dutch in Connecticut and Delaware.

e. The Patroon system,—object, nature of, results. Relation to anti-rent riots of 1843.

f. Government to 1660.

- 1). Notework of the reform party, 1650, which said that colonization "was not begun properly; for it was merely accidental. * * Trade is more suited for slaves than freemen, in consequence of the restrictions * * [and] inspection." "There should be a public school * * also an alms house, and an orphan asylum * * and godly, honorable and intelligent rulers who are not very indigent, or indeed, not very covetous."

2). Compare with Massachusetts.

g. Do we owe anything to the Dutch?

Channing 95-9. Epochs I. 44. 50: 103-4: 196-200. Sheldon 69-70. Montgomery 43-7. McMaster 36-9. Fiske 129-33. Gordy 64-9. Eggleston 45-7. Fisher 177-87. Andrews I. 56-61. Hart I. 121-5; 517, 532-7. Fiske's N. E. 122-3: 155. Bryant I. 339-69: 429-75. Winsor IV. 395-409. Morris I. 183-92. Coffin's Old T. 142. Lodge 285-95.

SUPPLEMENTARY READING.—Abbott's "Peter Stuyvesant." Irving's "Knickerbocker's History of New York."

REVIEW.

1. What nation stands foremost at the end of the century? Prove it.
2. Do you see any events in this century, 1600-1700, pointing toward future English supremacy?
3. In what ways were the claims of France and England enlarged or strengthened? Did Spain lose or gain?
4. Which colonies favored the king? Which the commonwealth? Note the effect on immigration.

6. Colonies from 1660 to 1750.

- a. What was the "restoration"? [See English histories.]
- b. Reasons for renewed immigration.

- 1). Study these extracts from Charles II. to the council, 1660: "You are to take * * such a course * * that vagrants and others who remain here noxious and unprofitable, may be so transplanted to the general advantage of the publique as well as the particular commodity of our Forraine Plantacons."

"You are to apply yourselves to all prudentiall meanes for the rendering those dominions usefull to England and England helpfull to them, [to make the government uniform and distribute justice.]"

c. Navigation acts.

- 1). Define the term.
- 2). Have we anything of the kind?
- 3). Study the acts and discover (a) time, (b) reasons for passing, (c) to whom applied, (d) was it to benefit England only?

Am. Hist. Leaf. No. 19. Channing 104-5. Epochs I. 104-6. Sheldon 131. Montgomery 37, 85. McMaster 197. Gordy 35, 59, 131. Eggleston 153. Johnston 38-45. Thomas 55; 81-2. Fisher 50, 149. Winsor VI. 5-10. Andrews I. 113. Weedon I. 142-64; 232-44; 252-67; 353-64. Washington and His Country 130. Higginson 217-8. Bancroft I. 352-5. Doyle III. 323-5.

d. The Quakers.

- 1). What was the objection to them?
- 2). Can the conduct of Massachusetts be justified?
- 3). Note their treatment in other colonies.
- 4). Why did the king object to this colonial persecution?
- 5). Are we entirely tolerant today?
- 6). Compare the Massachusetts Quaker policy with our immigration policy today.

e. Witchcraft.

- 1). Were the Puritans behind their time?
- 2). Have we any modern delusions?

f. Note other laws and customs.

- 1). Study: "[And] forasmuch as the good education of children is of singular behoof and benefit to any colony, and whereas many

Parents and Masters are too indulgent and negligent. * * If any man have a rebellious Son * * sixteen years of age, * * [he] may bring him to the Magistrates * * such a son shall be put to death. * * No man shall exercise any Cruelty toward any Bruit Creatures which are usually kept for the use of man * * ” (Laws of Conn. 1672).

- 2). Did the theory and practice of the Puritans coincide?

See indexes for references. [Hart II. 35-49.]

READING.—Longfellow's "New England Tragedies." Lowell's "Among my Books."

g. Governmental affairs.

- 1). Cause and value of the Massachusetts Declaration of Right, 1661.
- 2). Cause and result of the Commission of 1664.
- 3). Conn. and R. I. charters.—Why should England favor these more than Massachusetts?
- 4). Account for the surrender of the Dutch. Gov. Dougan, of New York, in 1687, wrote: "Here be not many of the Church of England; few Roman Catholics; abundance of Quakers preachers men and women especially; Singing Quakers, Ranting Quakers, Sabbatarians; Anti sabbatarians; some Anabaptists some Independents; some Jews; in short of all sorts of opinions there are some, and the most part of none at all." (Doc. Hist. N. Y.) Your conclusions from this.
- 5). Overthrow of the Mass. charter.
 - a). Enumerate the complaints against Massachusetts.
 - b). Suppose the union under Andros had succeeded? Was he a tyrant?
- 6). Effect of the English revolution of 1688 on New England. On New York. Was Leisler a rebel?
- 7). Efforts toward union. (See Northwestern Monthly VIII. No. 3. Am. Hist. Leaf No. 14.)

Channing 107-12; 122-8. Epochs I. 166-77; 202-6. Sheldon 97-100. Montgomery 82-3. McMaster 55. Fiske 109-16; 133-7. Gordy 60-1; 68-70. Eggleston 158-9; 46-8. Johnston 34-5; 39-40; 58-60. Winsor III. 386-90. Thomas 55-7. Fisher 151-2; 184-9. Hart I. 423-5; 537-47. Andrews I. 71-81; 103-6. Fiske's N. E. 248-78. Doyle III. 220. Hildreth I. 496. Bryant III. 6-8. Hart II. 49-58.

READING.—Hawthorne's Gray Champion in "Twice Told Tales."

h. Virginia from 1660.

- 1). Your idea of conditions from these extracts. Berkeley wrote, "Our ministers are well paid and by my consent should be better, if they would pray oftener and preach less. But as of all other commodities, so of this, the worst are sent us and we have had few that we could boast of since the persecution in Cromwell's tyranny drove divers men hither. But I thank God there are no free schools nor printing and I hope we shall not have these hundred years; for learning has brought disobedience and heresy and sects into the world and printing has divulged them and libels against the best government. God keep us from them both!"

Berkeley's report of 1671 says that of "commodities of the growth of our country, we never had any but tobacco. Now for shipping we have admirable masts and very good oaks; but for iron ore I dare not say there is sufficient to keep one mill going for seven years."

Rev. John Clayton, 1686, wrote "'tis only the barrenest Parts that they have cultivated, by tilling and planting only the High-Lands, leaving the richer vales unstirr'd because they understand not anything of Draining. Therefore every three or four years they must be for clearing a new piece of ground out of Woods, which requires much Labour and Toil * * whereby the country is thinly

inhabited; the Living solitary and unsocial; Trading confused and dispersed."

- 2). Bacon's Rebellion.
 - a). Causes, in full.
 - b). Was Bacon a rebel?
 - c). Results. Principle involved.
- 3). Effect of the English Revolution of 1688.
 - a). Compare with other colonies. Where was the greatest political ability shown? Prove it.

Channing 120-2. Epochs I. 78-80; 86-7. Montgomery 38-41. Fiske 76-8. Gordy 35-7. Eggleston 156-8. Johnston 45-6. Fisher 516. Sheldon 86-7. Winsor III. 149-53; V. 263-70. Hart I. 233-46. Andrews I. 114-6. Bryant III 59-80. Lodge 24-40. Doyle I. 230-73. Hildreth I. 532-4; 544-7. II. 173.

- i. Settlement of Pennsylvania and New Jersey.
 - 1). Reasons for the grants.
 - 2). Boundaries.
 - 3). Why did Pennsylvania buy Delaware?
 - 4). Penn and the Indians. Did the latter understand land sale? Your reasons.
 - 5). Government.
 - a). Explain Penn's statement, "Any government is free to the people under it when the laws rule and the people are a party to these laws, and more than this is tyranny, oligarchy or confusion. Is this true today?"
 - b). Also, "Liberty without obedience is confusion," but "obedience without liberty is slavery." Show how Penn provided against such conditions.
 - c). Why did Penn's law say that every child should learn a trade? Why learn the laws? Should it be done to-day? Your reasons.
 - d). Explain Penn's statement that "God shall have his due, Caesar his due and the people their due." Was it done?
 - e). Mention other points in the Great Law.

- f). Compare with the governments of other colonies.
- g). Note the effect on navigation, etc.
- h). Struggle with proprietaries over taxation.
- 6). Religion,—compare with other colonies.
- 7). Printing, schools, etc.
- 8). Slavery.
- 9). Penn's plan of union. [Am. Hist. Leaf. No. 14]

Channing 112-8. Epochs I. 210-7. Sheldon 92-4. McMaster 55-7. Montgomery 56-8; 117-22. Fiske 137-42. Gordy 71-4. Eggleston 57-60; 66, 152. Johnston 61-4. Thomas 38-45. Winsor III. 422; 483-9; II. 473-6. Fisher 190-206; 262-7. Hart I. 272-4; 548-85. Andrews I. 106-9. Preston's Doc. 130-47. Lodge 211-26. Bancroft II. 326-97. Bryant II. 480-98; III. 180-91. Hildreth II. 62-75. Hart II. 65-90; 107-110.

j. The Carolinas.

- 1). Reasons for the grants and settlements.
- 2). Religion.
 - a). Compare with Rhode Island.
 - b). Effect on immigration.
- 3). Government.
 - a). Grand model,—object, why a failure?
- 4). Productions.
- 5). Trouble with the Indians and governors, 1711.
 - a). Explain the Carolina watchword, "No reforms, no money."

Channing 119-20; 129. Epochs I. 87-95. Sheldon 125. Montgomery 111-4. McMaster 54-7. Fiske 147-50. Gordy 40. Eggleston 53-4; 151. Johnston 49-51. Thomas 30-3. Hart I. 275-84. Winsor V. 285-333. Fisher 78-80; 292. Doyle I. 328-80. Hildreth II. 25-44; 210-15; 271; 416; 421-2. Bryant II. 268-89; III. 81-108. Lodge 142-69. Hart II. 99-100.

k. Georgia.

- 1). The grant and reasons for settlement.
- 2). Government.
 - a). Weak points.
 - b). Peculiar laws,—purpose and effect.
- 3). Religion.
 - a). According to the grant.
 - b). Wesleys and Whitfield.

4). Idea of "American rights."

Channing 128-9. Epochs I. 258-63; 281. Sheldon 94-6. Montgomery 122-8. McMaster 51-83. Fiske 150-2. Gordy 40. Eggleston 62-5; 151. Johnston 54-5. Thomas 33-4. Fisher 303-11. Hildreth II. 362-86. Bryant III. 140-70. Preston's Doc. 148-70. Winsor V. 361-92. Coffin's Old T. 350-6. Washington and His Country 52. Lodge 186-96. Hart II. 110-124.

REVIEW.

1. Account for the intolerant spirit so often shown.
 2. Show that the same struggle was going on in England and America.
 3. "In the quarrels with the royal governors what important principles were at stake? What effect upon these quarrels would the appointment of the treasurer by the assembly have had?"
 4. Why had assemblies been established in each of the colonies?
 5. Trace the growth in power of the representative bodies and give the reason. [Channing 130.]
 6. What institutions now existing had their origin in the 17th century?
- N. B.—Heading in note book, Treaties. Give date, contracting parties, importance. Is it still in effect?

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7. The French in America.
 - a. Review claims to 1600.
 - b. Reasons for activity after 1600.
 - c. Relations between the French and the "Five Nations,"—cause and results.
 - d. The Jesuits,—Champlain's idea.
 - e. In the Mississippi valley.
 - 1). Value of this valley geographically.
 - 2). Were the Indians a help or a hindrance? Why?
 - 3). Methods used by France to establish claims.
 - a). Note weak points; strong points. b). Did she look forward to a contest with England? Your reasons.

- f. Inter-colonial wars to 1750, noting briefly causes, colonies interested, and results.

Channing 58-9; 131-4. Epochs I. 33-6; 42-4; 48-50; 243-57. Sheldon 74-7; 87-91. Montgomery 23; 128-34. Gordy 89-94. McMaster 60, 70; 76-91. Fiske 53-5; 155-67. Eggleston 116-26. Johnston 69-71. Thomas 53-5. Andrews I. 136-45. Fisher 22-3. Sloane 22-38. Doyle I. 105. Coffin's Old T. 56. Hugginson's Exp. 269-78. Parkman's Pioneers 245-57. Hildreth I. 99-122. Frothingham 85-7. Hart II. 337-352.

8. The French and Indian war.

- a. Time; causes.
- b. On which side would you rather have fought? Why?
- c. The Albany Congress,—purpose of, in full.
 - 1). The plan of union.
 - a). Compare with earlier plans.
 - (1). In 1725 Massachusetts proposed a colonial convention. Why did the Board of Trade call it a "mutinous proposal?"
 - b). Gov. Fletcher of New York wrote, "Our neighbors on the right and left sitt at ease. * * Connecticut full of people keep up a Commonwealth Power, oppress the better sort who dissent from them but will not send a man or sixpence to our relief. * * From Pensilvania they say they have nothing to send us but theire good wishes. * * That this Province [New York] lying under heavy Taxes and Pressure, most of the young men and those that can in any way remove, depart this Province to the neighbouring Government where they are wholly free from tax or any other Contrybution towards the Common Security." Your conclusions from this.
 - c). Explain Franklin's "unite or die."
 - d). Striking feature of the Albany plan.
 - e). Select the points objectionable to England. To the colonists.

- f). Note the feeling of the charter and proprietary colonies.
- g). Explain Massachusetts' vote to oppose any plan of union whereby they "shall apprehend the Liberties and Priviledges of the People are endangered."
- h). Compare with England's idea under Andros.
- i). Compare with the Lords of Trade plan, 1754.
- j). Why did the plan fail? Your idea as to its chief weakness.

N. B.—Study Am. Hist. Leaf. No. 14, extracts in Northwestern Monthly VIII. No. 3. Preston's Doc. 170-91.

- d. General plan for the war on each side, with reasons.
- e. Can you justify England's removal of the Acadians?
- f. Why do you admire Wolf?
- g. Why did the war last so long? "These savages may indeed be a formidable enemy to your raw American militia, but upon the king's regular and disciplined troops, sir, it is impossible they should make any impression."—Braddock.
- h. Results,—territorial, political, economic, educational, religious.
- i. What part did the colonists play in this war? The Indians?
- j. The "Proclamation line" of 1663,—purpose and effect.
- k. How did this war help bring on the Revolution?
- l. How did it "settle the fates of three nations?"

Channing 131-40. Epochs II. 23-41. Sheldon 101-12. Fiske 168-76. Montgomery 136-43. McMaster 82-91. Gordy 96-107. Thomas 69-79. Eggleston 128-47. Johnston 71-8. Winsor V. ch. 8. Sloane 38-115. Am. Hist. Leaf No. 5. Frothingham ch. IV. Fiske's Rev. I. 7-10. Hildreth II 433-96. Bryant III. 254: 329-32. Lodge 38-40. Andrews I. 146-60. Franklin's Autobiography. Hart II. 352-369.

READING:—Cooper's "Wept of the Wish-ton-wish." Longfellow's "Evangeline,"—compare with Parkman's account. Cooper's "Last of the Mohicans" and "Leather Stocking Tales." Catherwood's "Romance of Dollard," and "Story of Tonty."

9. Life in the colonies about 1760.

N. B.—Study the colonies by groupes, using Mass., Pa., and Va. as types.

a. Population.

1). Distribution: western limit.

2). Things determining immigration.

3). Nationalities.

a). Significance.

b). Compare with the "foreign element" question of today.

b. Social conditions.

1). Basis of class distinctions.

2). Effect of towns. Explain Jefferson's remark, "The law has said that there shall be towns, but nature has said there shall not."

3). Compare life in Charlestown, Boston, Philadelphia, New York.

c. Slavery.

1). Review its history,—locate responsibility.

2). Justification offered.

3). Account for the severity in South Carolina.

4). Note the relation between conscience and profit. Your reasons.

5). Which was better to be a slave in America or free in Africa? Your reasons.

6). England and the slave trade.

7). Effect of white servitude.

d. Religion.

1). How determined.

2). Position of the "established" church, catholics, etc.

3). Which colonies were the most tolerant? Why?

4). Trace the preparation in colonial times for the religious provisions in our constitution.

e. Education.

1). Free schools and colleges.

2). Compare the different groupes. Is this difference apparent today? Your reasons.

- 3). Compare with England.
- 4). Law and medicine. Account for the "legal aspect" of the Revolution.
- 5). Did the colonists educate for the power it gave the possessor or for love of learning?
- 6). Free press. Note the Zenger libel suit.
- f. Government.
 - 1). General.
 - a). Note the first form in each colony.
 - b). Note the form in 1760.
 - c). Account for the changes.
 - d). Which form would you prefer? Why?
 - 2). Local.
 - a). Trace in the north the diffusion of rights and privileges.
 - b). Trace in the south a tendency toward centralization.
 - c). Note the blending of these in the middle colonies.
 - d). Effect of towns on politics.
- g. American ideals,—were they conscious of better things? Your reasons.
- h. Occupations.
 - 1). Effect of topography, climate and natural resources.
 - 2). Effect of England's restrictions.
 - a). Review navigation acts.
 - b). Manufacturing & inter-colonial trade acts.
 - (1). Discover England's purpose in each.
 - (2). Compare with our tariff laws.
 - (3). Does it make any difference to you to know that the Sugar Act originated with a Boston merchant?
 - c). Lords of Trade and Plantations.
 - d). Courts of Admiralty.

Channing 139-55. Epochs I. 96-111; 178-94; 218-32; 265-84. Sheldon 113-71; 125-32. Montgomery 143-62. McMaster 93-108. Fiske's Beg. N. E. See index. Gordy 109-32. Eggleston 91-113; 151-4. Johnston 79-82. Thomas 47-68. Winsor III. 150; 219-384; 448. Doyle I. 381-95; II. 1-219; III. 377-404. Lodge 341. Weeden. Bruce. Century XXVII. 431; XXIX. 873; XXX. 387. Hart I. 285-312; 467-78; 507-16. Bryant III. 129-39; 224-43; 335. Hildreth II. 512-3; 304-11; 424-31. Hart II. 192-200; 129-31; 224-312.

READING.—Irving's "Sketch Book." Earle's "Margaret Winthrop," and "Customs and Fashions in Old New England."

REVIEW.

1. What colonies were settled by companies? By proprietors? As voluntary associations?
2. Which were settled for wealth? For religious motives?
3. Which colony was the most liberal religiously? Politically? Reasons for this.
4. Would you rather have lived in Virginia or Massachusetts? Your reasons.
5. Were the Indians treated fairly? Your reasons.
6. Account for the early interest in education in New England.
7. What was the unit of colonial government in New England? In the south? In New York?
8. How do you account for the growth of an independent spirit among the colonists?
9. Note the changes made in the different governments and give reasons.
10. Why should John Smith's books be called the beginning of American literature? Trace the progress in book making.
11. Reasons for inter-colonial friendship.
12. Reasons for inter-colonial isolation.
13. Note institutions.
 - a. Adapted from England.
 - b. Adapted from other places.
 - e. Originating in the colonies.
14. Compare the north and south as to
 - a. Economic conditions.
 - b. Social life.
 - c. Religion and morals.
 - d. Education.
 - e. Military regulations.
 - f. Administration of justice.
 - g. Political institutions.
15. List of reasons why colonists disliked England.
16. Things for which England could blame the colonists. (Hart II. 127-220.)

THE REVOLUTIONARY PERIOD.

1. Review England's colonial system to 1760.
 - a. England's idea of a colony,—then and now. Reasons for each.
 - b. Governmental relations.
 - 1). The colonists were to take with them "as much of the common law of England as was applicable to their condition." How much would that be?
 - 2). Theories on land ownership.
 - a). King's idea.
 - b). Colonists' idea. (See Jefferson's view, 1774.)
 - 3). Colonial assemblies,—reasons for.
 - 4). Theories on representation.
 - a). English basis.
 - b). Colonial basis.
 - c). Compare with present systems.
 - d). Explain the meaning of "no taxation without representation" to an Englishman,—to a colonist.
 - 5). Note the effect of the reigns of George I. and George II. upon the power of the king.
 - c. Commercial relations.
 - 1). Parliament regulated commerce. Prove it.
 - a). Cite statements and acts.
 - 2). Note the effect of the French and Indian war.
 - 3). Explain the statement that Grenville, prime minister 1763-5, "lost America because he read the dispatches which none of his predecessors had done.

Channing 153-66. Epochs II. 5-17; 43-6. Montgomery 163-5. McMaster 110-2. Fiske 181-8; 192-4. Gordy 730 2; 138-40. Johnston 80-2. Thomas 80-4. Soane 116-24. Frothingham 118-23; 153-8. Lecky III. ch. 12. Winsor VI. ch. I. Lodge's Col. ch. 23. Green's Eng. Peo. IV. 218. Fiske's Am. Rev. I. 1-17. Hildreth II. 514-7. Bryant III. 6-8; 180-91. Doyle II. 195. Morris I. 415. Washington and his Country 130. Adam Smith's Wealth of Nations, ch. on colonies. Hart II. 127-220.

- 2 George III.
 - a. Education and character.
 - 1). Can you excuse his colonial attitude?
 - b. Effect of his accession on England? On the colonies?
 - c. Can you see any reason why the king was anxious to force the issue in America?
3. Writs of assistance.
 - a. Nature and purpose. Compare with search warrants.
 - b. Were they legal?
 - c. Arguments of James Otis.
 - d. Effect of.
4. Patrick Henry and the Parsons' case.
 - a. Arguments used.
 - b. Effect.
5. The Parliamentary Resolves, 1763.
 - a. Effect of Pontiac's conspiracy.

Channing 156-61. Epochs II 43-8. Sheldon 132-3. Montgomery 160-5. McMaster 110-2. Fiske's Rev. I. 11-17; 39-45. Gordy 132-3. Sloane 124-33. Eggleston 161-3. Andrews I. 161-2. Hildreth II. 498-9; 508; 518-24. Frothingham 158-74. Bryant III. 332. Weedon II. 671. Lecky. ch. XIV. Winsor VI. 1-34. Biographies of Otis and Henry.

6. The Stamp Act.
 - a. When and why proposed.
 - b. Was it constitutional? Expedient? Note the views of Burke and Pitt.
 - c. Advantages and disadvantages of a stamp duty? Do we use this method?
 - d. Franklin's view.
 - e. Why and how did the colonists object?
 - 1). Give the principal arguments set forth in the resolutions.
 - 2). Object, work and real significance of the Congress.
 - f. Explain Pitt's statement that "taxation is no part of the governing or legislative power." Why did he "rejoice that America had resisted?"
 - g. Main points in the Virginia resolves, 1765.
 - h. Note the distinction between internal and external taxation. Reason for? Was it sound?

Channing 161-9. Epochs II. 48-53. Sheldon 135-7. Fiske 188-95. Montgomery 165-7. Gordy 133-8. Eggleston 162-4. Johnston 83-6. Thomas 84-90. Andrews I. 163-7. Sloane 133-40. Fiske's Rev. 17-27. Adams British Oration for Pitt's speech. Frothingham, ch. V. Preston's Doc. 188-91. Hildreth II. 524-36; 558-9. Bryant III. 333-50. Lodge 476-8. Morris I. 407. Washington and His Country 130-4. McMaster 112-7. Hart II. 394-411.

READING.—Biographies of Franklin, Samuel Adams, etc.

7. Causes of the Revolution.

- a. Study under the head of remote and immediate.
 - 1). From England's point of view.
 - 2). From the colonists point of view.
 - 3). From an outsider's point of view.

- b. Group the causes under social, political, constitutional, economic and religious heads as far as may be.

- c. Explain these statements by Englishmen.—E. A. Freeman says, "In the war of Independence there is really nothing of which either side need be ashamed. Each side acted as it was natural for it to act. We can now see that both King George and the British nation were quite wrong, but for them to have acted otherwise than they did would have required a superhuman measure of wisdom, which few kings and few nations ever had." Arthur Young wrote, "Nothing can be more idle than to say that this set of men, or the other administration, or that great minister, occasioned the American war. It was not the Stamp Act or the repeal of the Stamp Act; it was neither Lord Rockingham or Lord North,—but it was that baleful spirit of commerce that wished to govern great nations on the maxims of the counter." Sir Edward Thornton, minister to the United States in 1879, said, "Englishmen now understand that in the American Revolution you were fighting our battles."

8. What were the difficulties of the problem in 1765? Its possible solutions?

9. Mistaken ideas of Parliament.

10. Study Samuel Adams. Why is he called the first American politician?
11. Why was the Stamp Act repealed? Why not simply modify it?
12. Purpose of the Declaratory Act. Why did not the colonists object?

See Northwestern Monthly VIII. No. 4. Fiske's Rev. I. 27: 33-5. Weedon II. 714-24. Channing 169-71. Montgomery 167. Gordy 138. Epochs II. 52-3. Morris I. 407. Bryant III. 338. Hart II. 373-383.

13. The Townshend Acts, 1767.
 - a. Question at stake in each, i. e. What principles of government were violated?
 - b. What colonies did these acts bear most heavily upon? Why?
 - c. How received by the colonists.
 - 1). Massachusetts Circular Letter.
 - 2). John Dickinson's Farmer's Letters.
 - 3). Seizure of the sloop Liberty.
 - 4). Virginia Resolves.
 - 5). Non-importation agreements.
 - a). Trace origin and results.
 - d. How about the distinction between external and internal taxes?
 - e. Why and how repealed?

Hildreth II. 537-49. Frothingham 201-48. Northwestern Monthly VIII. No. 4. Epochs II. 53-6. Channing 171-6. Montgomery 167. Gordy 141-2. Lecky ch. XII. Burke's Works. Biographies of Otis and the Adamses. Britannica XIII on Townshend. Washington and His Country 134. Fiske's Rev. I. 29-32: 47-52. Sloane 142-58. Bryant III. 351. Hart II. 413-426.

14. The Boston "Masacrè".
 - a. Review:—
 - 1). Mutiny act of 1765,—cause, terms.
 - 2). Effect of the sloop Liberty episode.
 - 3). Why did the colonists object to the Quartering Act?
 - b. Did the colonists furnish quarters etc.? Why?
 - c. Who was to blame for the outbreak? Your reasons.

- d. Was it a massacre? Reasons.
- e. Where did the troops go? Why?
- f. What do you think about the trial of the soldiers?
- g. Could two regiments have resisted the soldiery of Massachusetts?

Channing 177-9. Epochs II. 57. Sheldon 139-42. Montgomsry 168-9. McMaster 117-9. Fiske 195-8. Gordy 142. Thomas 90-2. Fiske's Rev. I. 52-72. Frothingham 259-71. Sloane 158. Andrews I. 67-8. Hildreth II. 547-52. Bryant III. 351-63. Lecky ch. XII. Lodge ch. XXIII. Biographies of Jay, R. H. Lee, Warren, etc. Winsor's Memorial Hist. of Boston. Hart II. 429-31.

- 15. Committees of Correspondence.
 - a. Object and value.
- 16. Burning of the ship Gaspee, 1772.
 - a. Cause. b. Why important?
- 17. The "Boston Tea Party".
 - a. Why had the tax on tea been retained?
 - b. King's cheap tea scheme.
 - 1). Cause. 2). Effect on colonists.
 - c. Note rules for receiving and landing goods.
 - d. How received at Charleston? New York? Philadelphia?
 - e. How was the situation different in Boston?
 - f. Explain Samuel Adams' statement "This meeting can do nothing more to save the country."
 - g. How did "mixing tea with salt water" settle the question?
 - h. Explain John Adams' comment "This is the most magnificent movement of all. There is a dignity, a majesty, a sublimity, in this last effort of the patriots that I greatly admire."
 - i. Why should the English historian, Lecky, speak of "the tea-riot at Boston," and call it an "outrage". Why does Mr. Green call it "a trivial riot"?
 - j. Note the attitude of the other colonies toward Boston. How shown?
 - k. What do you get from the following? Lord Germaine said, ["This is what comes of their wretched old town meetings. The Americans

have really no government.] These are the proceedings of a tumultuous and riotous rabble, who ought, if they had the least prudence, to follow their mercantile employments, and not trouble themselves with politics and government, which they do not understand. Some gentlemen say, 'Oh, don't break their charter; don't take away rights granted them by the predecessors of the crown.' Whoever wishes to preserve such charters, I wish him no worse than to govern such subjects." Mr. Venn said, "The town of Boston ought to be knocked about their ears and destroyed. You will never meet with proper obedience to the laws of this country until you have destroyed that nest of locusts."

1. Note Gage's advance.
- m. England's answer to the "tea party" in full. Give the object and effect of each act.
 - 1). Which was the most serious grievance? Why? Did England ever do anything worse?
18. The First Continental Congress.
 - a. Why so named?
 - 1). Explain this remark of Patrick Henry's made before the Congress. "The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian, but an American."
 - b. Object.
 - c. Work in full.
 - 1). Give the substance of their declaration of rights.
19. Note England's answer to the petition of 1774.
 - a. North suggested that Parliament would not tax the colonists if they would tax themselves to suit England. Why should Burke say this was offering them "the very grievance for the remedy"?
 - b. Show by other quotations the English feeling.
 - c. Reasons for and effect of Franklin's return.

Channing 180-7. Epochs II. 58-63. Sheldon 143-7. Montgomery 169-73. McMaster 119-22. Fiske 199-203. Gordy 142-6. Eggleston 164-6. Johnston 87-90. Thomas 93-9. Andrews I. 69. Frothingham 265-83; 295-304. Sloane 166-85. Fiske's Rev. I. 82-112. Hildreth II. 551-63; 359-91; III. 25-45. Bryant III. 363-76. Weeden II. 724-9. Lecky's Eng. Preston's Doc. 192. 199. Lossing Field Bk. I. Burke's Works. Biographies. Northwestern Monthly VIII. No. 4. Am. Hist. Leaf. No. 11. Hart II. 434-42.

20. Why was Boston Neck fortified?
21. Why had stores not been collected sooner?
22. Gage's position in Boston.
24. Explain Warren's statement, March 5, 1775, "Even the sending of troops to put these acts in execution is not without advantages to us."
25. Explain what Patrick Henry meant in his speech to the Virginia Assembly, March 23, 1775: "Gentlemen may cry peace, peace; but there is no peace. The war is actually begun. * * Why stand ye here idle? * * Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery?"
26. Lexington and Concord.
 - a. Object.
 - 1). Note early efforts to corrupt Samuel Adams. Who was meant by "his willing and ready tool?" Why was Adams called that "terrible desperado"?
 - 2). A London paper said that in all probability Temple Bar "will soon be decorated with some of the patriotic noddles of the Boston saints." Explain.
 - b. Purpose of Paul Revere's ride.
 - c. Significance.
 - 1). Explain Adams' exclamation, "Oh, what a glorious morning is this!"
 - 2). Why is it said that the first shot here was "heard around the world?"
 - d. Effect on England? On the colonists?
27. Capture of Ticonderoga and Crown Point.
 - a. Object. b. Authority for. c. Results.

28. Trace the steps in the formation of a revolutionary organization, 1760 to 1776.
29. Make lists in your note book of all the colonial protests, riots, non-importation acts and Congresses used in resisting England.

Channing 187-8. Epochs II. 63-8. Sheldon 148-52. Montgomery 173-5. McMaster 126-8. Fiske 203-5. Gordy 147-50. Eggleston 168-9. Fiske's Rev. 113-25. Sloane 184-7. Winsor VI. 113-25. Frothingham 413-9; ch. IX., X. Hildreth III. 57-70. Bryant III. 377-92. Higginson ch. X. Lecky ch. XII. Lodge. Lossing's Field Bk. Hart II. 445-61; 519-30.

READING.—Longfellow's "Paul Revere's Ride." Emerson's "Concord Hymn."

30. Preparation and fitness for war.
 - a. Compare the two sides as to material and moral resources.
 - b. Where would the theater of war be? What would be the plan of each side?
 - c. Could one have told at this stage who would win? Your reasons?
31. The Congress of 1775.
 - a. Authority given to and assumed by this body.
 - b. Why should this body levy taxes and raise armies any more than Parliament?
 - c. Why was Washington made commander-in-chief?
 - d. Follow the work of this Congress step by step and compare with that done in 1765 and 1774.
32. The purpose and result of Gage's proclamation.
33. Bunker Hill.
 - a. Purpose.
 - b. Who really won? Why?
 - c. Why should Washington after this battle say "The Liberties of the country are safe."
 - d. Explain this British account posted in Boston. "This action has shown the Bravery of the King's Troop [s] who under every Disadvantage, gained a compleat Victory over Three Times their Number, strongly posted, and covered by Breastworks. But they fought for their KING, their LAWS and CONSTITUTION."

34. Object and result of the invasion of Canada.
35. Why was the siege of Boston not pressed more vigorously?
36. Where did the British go from Boston? Why?
37. Review:—What has been accomplished by each side during the year?
- N. B.—Keep a page in your note book for the finances of the Revolution, also one for individual foreigners who helped us. Note the line in which each worked.

Channing 192-7. Epochs II. 70-7; 82-4. Sheldon 152-7. Montgomery 175-84. McMaster 128-31. Fiske 205-9. Gordy 149-53. Fiske's Rev: I. 129-46; 164-72. Eggleston 169-71. Johnston 93-104. Thomas 87-90; 101-4. Winsor VI. 128-58. Sloane 192-202. Frothingham 403-54. Hildreth III. 74-87; 99-120. Bryant III. 395-429. Lodge 591. Life of Warren, etc.

READING:—Library Am. Lit. III. 199, "The Nomination of the Commander-in-chief." by John Adams. III. 460, "How Philadelphia dealt with Royalists". V. 295, "Webster at Bunker Hill". "Holmes's Grandmother's Story of Bunker Hill Battle."

37. Growth toward Independence.
 - a. Note the sentiment in the Massachusetts Circular Letter, 1767-8.
 - b. Organization of state governments,—reason for and significance of.
 - c. Effect of Thomas Paine's writings. Interpret this from his "Common Sense," 1776: "O ye that love mankind: ye that dare oppose not only tyranny, but the tyrant, stand forth; every spot of the old world is overrun with oppression. Freedom hath been hunted around the globe. Asia and Africa have long expelled her. Europe regards her like a stranger, and England hath given her warning to depart. O! receive the fugitive! and prepare in time an asylum for mankind."
 - d. Effect of England's hiring troops. Interpret these extracts: Hon. James Lettrell said, "The Americans have never sought nor desire to be independent of England. They thought the

ministry misinformed, therefore they request to be heard [and were denied] * * Sir, I comprehend that the ministry now apply to Parliament for seventeen thousand Germans to send to America. Good God, for what end? To enslave a hundred and fifty thousand of their own countrymen, many of whom fled from tyrants to seek our protection." Mr. Alderman Bull said in Parliament, "The war which you are now waging is an unjust one, it is founded in oppression, and its end will be distress and disgrace. [All the measures adopted against America are] equally inimical to the principles of commerce, to the spirit of the constitution and to the honor, to the faith, and the true dignity of the British nation." Mr. Fox said, "I have always said that the war carried on against the Americans is unjust, that it is not practicable. I say, that the means made use of are by no means such as will obtain the end. I shall * * shew this bill [for Hessians] like every other measure, proves the want of policy, the folly and madness of the present set of ministers." [Parl. Debates, 1775-6; quoted in North Am. Monthly VIII. No. 4.]

e. The Declaration of Independence.

- 1). Lee's Resolutions, June 7.
 - a). Why was a committee appointed?
 - b). Why referred to the States?
- 2). Debate and vote on the final draft.
 - a). Prove or disprove this extract from a London paper. "Thus a matter of such moment to both countries, and which the rebels would make us believe, was the unanimous voice of thirteen colonies, was finally determined by the single suffrage of Mr. Dickinson!" [which turned the vote of Pennsylvania, making the final vote 7 to 6.]
- 3). Read the Declaration carefully.
- 4). Learn the first and last fifteen or twenty lines. Why?

- 5). What was the charge against the king? Give ten points to prove this.
- 6). What means of redress had the colonists taken? Were they justified in taking this step?
Mr. Bull in Parliament, 1775, said, "Sir, is it certain, is it probable that the exertions of ministerial tyranny and revenge will be much longer permitted? * * Or can it be expected that the people of this country, reduced by thousands to beggary and want, will remain idle spectators till the sword is at their breasts, or dragoons at their doors?"
- 7). How many of the so-called arbitrary acts were really arbitrary then? How many referred to taxation?
- 8). Why did they take out the slavery clause?
- 9). What differences did the Declaration make?
- 10). Did they think of one nation or thirteen?
- 11). What did Franklin mean by saying that they must now hang together or they would hang separately?
- 12). Why has the Declaration been called the political Bible of America?
- 13). Is the signing of the Declaration important? Your reasons.
- 14). Note the beginning of the Articles of Confederation.
- 15). Is the union older than the states?

Study chiefly the Declaration. Channing 198-206. Sheldon 158-62. Epochs II. 73-82. Montgomery 184-6. McMaster 131-5. Fiske 209-11. Gordy 153-5. Eggleston 171-3. Johnston 104-5. Thomas 103-8. Andrews I. 171-80. Frothingham 66, 97, 197, 244, 369, 401, 452, 455-558. Fiske's Rev. I. 157-64; 172-97. Winsor VI. 268; VII. 18-24. Sloane 207-15; 224-37. Higginson 265-8. Hildreth III. 124-39. Bryant III. 451-4; 470-89. Preston's Doc. 206, 210. Morris I. 491-4. Curtis Hist. of the Cons. Lossing's Field Bk. II. 66. Am. Hist. Leaf. No. 11. Old S. Leaf. No. 3. Hart II. 537-43.

READING.—Independence Bell.

38. Why did the British go to New York?
 - a. Results of the campaign.
 - 1). Suppose Washington had been captured in his retreat through New Jersey?
39. Campaigns of 1777.
 - a. Burgoyne's invasion.
 - 1). Object.
 - 2). The plan,—its weak points.
 - 3). Note the relation of geography to history here.
 - 4). Why was Schuyler removed? Compare him with Gates.
 - 5). Object and result of Indian aid.
 - 6). Why did not Burgoyne fight still another battle?
 - 7). Sum up the reasons for his defeat.
 - 8). The Saratoga Convention.
 - a). Why so called?
 - b). Its terms.
 - c). Did we act fairly in its execution? Your reasons.
 - b. Howe in Pennsylvania.
 - 1). Purpose.
 - 2). Results.
 - 3). Suppose instead he had gone directly to help Burgoyne?
 - 4). What do you think of Washington's generalship here? Your reasons.
 - c. General results of 1777.
 - 1). Why is Saratoga called one of the decisive battles of the world?
 - d. Suppose Arnold had died at Saratoga?
40. The Conway Cabal.
41. What is meant by saying that "Philadelphia had taken Howe?"
42. Was the suffering at Valley Forge necessary? Your reasons.

Channing 296-11. Epochs II. 84-5. Sheldon 166-72. Montgomery 186-96. McMaster 139-42. Fiske 216-33. Gordy 155-75. Eggleston 175-85. Johnston 107-14. Thomas 108-15. Fiske's Rev. I. 198-344; II. 25-49. Sloane 238-87. Andrews I. 189-95. Hildreth III. 171; 196-237. Bryant III. 490-537; 553-

97. Lecky ch. XIV. Winsor VI. 275-317. Washington and His Country 338-9. Hart II. 562-74.

READING:—Biographies of Arnold, Schuyler, etc. Bret Harte's "Caldwell of Springfield." "Battle of Trenton," Lib. of Am. Lit. III. 349; "The Battle of the Kegs" III. 244. "The Fate of John Burgoyne" III. 350. "Bryant's Green Mountain Boys." "Taking of Ticonderoga" Lib. Am. Lit. III. 252.

43. Foreign relations.

- a. Account for French interest.
- b. Explain this from Lafayette, "The moment I heard of America I loved her; the moment I knew she was fighting for freedom, I burnt with a desire of bleeding for her; and the moment I shall be able to serve her at any time, or in any part of the world, will be the happiest one of my life."
- c. Why did France hesitate so long?
- d. Reasons for and terms of the treaty of 1778. Note our obligations.
- e. Study to discover how much help the French really were and give reasons.
- f. Cause, nature of and results of England's offers of reconciliation.

Sheldon 173-6. Channing 211-3. Epochs II. 85-7. Montgomery 194-6. Fiske 230-1. McMaster 142. Eggleston 182-3. Gordy 171-9. Thomas 116-9. Johnston 114-5; 124. Sloane 262-5; 286-95. Fiske's Rev. II. 1-24. Bryant III. 545-6. Lecky ch. XIV. Winsor VII. 24-72. Hart II. 574-5.

44. Why was Philadelphia evacuated?
45. When and why was the war transferred to the South?
46. Note the object and result of the southern campaigns, giving reasons for said results.
47. Treason of Arnold.
 - a. Review his history.
 - b. His motives.
 - 1). Did he have a grievance?
 - 2). How do you suppose he justified his conduct to himself?
 - 3). Do men deliberately plan to be traitors and murderers?

- c. How can this be made of most value as a lesson to children?
- d. Did he receive his pay? Prove it.
- e. Which would you rather have been Arnold or Andre? Why?

Sheldon 181-3. Channing 214-6. Montgomery 199-202. Fiske 231-8. McMaster 143-5. Eggleston 186-7. Gordy 181-8. Thomas 124-6. Johnston 117; 120-1; 128. Sloane 295-301. Fiske's Rev. II. 50-81; 216-43. Andrews I. 196-204. Hildreth III. 318-23; 336-40. Bryant IV. 16-29. Morris II. 106. Washington and His Country 399-421. Coffin's Boys of '76, ch. 27. Winsor VI. 129. Lecky ch. XIV. Hart II. 515.

48. Work of Marion, Sumter, Pickens and Lee? Was it legitimate? Would you like to have been Marion? Your reasons.
49. Suppose Green had been captured in his retreat?
 - a. Interpret this from a revolutionary ballad:
Cornwallles led a country dance—
The like was never seen, sir,
Much retrograde and much advance,
And all with General Green, sir.
50. Siege of Yorktown.
 - a. Why did Cornwallis locate here?
 - b. Why did Washington not go south sooner?
 - c. Why did this end the war?
 - d. Suppose Cornwallis had not been captured?
 - e. Could we have won here without the French? Your reasons. What did Europe think about it?

Sheldon 183-8. Channing 216-9. Epochs II. 87-9. Montgomery 202-7. Fiske 238-41. McMaster 145-6. Eggleston 187-90. Gordy 188-91. Thomas 127-30. Johnston 124-32. Sloane 300-46. Fiske's Rev. II. 182-4; 244-90. Andrews I. 196-204. Hildreth III. 313-7; 327; 340-71. Bryant III. 598-619. Coffin's Boys of '76, ch. XXIX., etc.

READING.—Biographies of Arnold, Franklin, Green, Marion, etc. Jane Porter's "Thaddeus of Warsaw." Campbell's "Kosciusko." Franklin in Lib. Am. Lit. III. 13, etc. Simm's "Life of Francis Marion" and "The Partisan." Bryant's "Song of Marion's Men."

51. Special topics.
 - a. Paul Jones and the work of the navy.

Channing 219-20. Montgomery 177, 198. McMaster 146-9. Fiske 253-4. Gordy 179-80. Eggleston 192-3. Johnston 122-4. Thomas 119-20. Sloane 370-3. Winsor VI. ch. 7. Fiske's Rev. II. ch. 12. Hildreth III. 175, 300. Bryant III 619-23. Sloane 311, 214, 372.

READING.—Library Am. Lit. V. 461. "The Yankee Man of War." Cooper's "The Spy." Abbott's "Paul Jones."

b. Mutiny of the troops or Congress and the army.

Channing 220-2. Fiske's Rev. I. 242-8. Critical Period 101-3; 106-12. Epochs II 105-6. Hildreth III. chs. 45, 46. Sloane 327, 344. Sheldon 188-9. Johnston 121. Bryant IV. 50-2. Lossing's Field Bk. I. 309-13.

c. Robert Morris and finances.

Channing 220-4. Montgomery 179-81; 189. Epochs II. 89-93; 109. Sloane 254, 328, 373-7. Hildreth III. 181-3; 264; 271-2; 295, 299, 301-4; 310, 318, 331, 358, 361. Lossing's Field Bk. II. 317-9. Fiske's Rev. I. 242-8. Fiske's Critical Period 101-12. Winsor VII. 69-72; 81. McMaster's Hist. of the People I. ch. 2. Life of Morris. Gordy 162-3, 176. Eggleston 193-4. Johnston 118, 121. Thomas 121-4.

d. Loyalists.

- 1). Reconcile these extracts from a Tory newspaper. "If every man had thought for himself, and not been led by the nose by a Cooper [a Boston minister] or an Adams, all might have been happy; but these * * people have made themselves idols, viz., liberty trees, newspapers, and congresses, [and neglecting their occupations] vow they will follow any measures proposed by their demagogues. It is a remark that the high sons of liberty consist but of two sorts of men. The first are those who * * are reduced almost to poverty. * * The latter are ministers * * ."
- 2). A New York patriot view: "Large numbers of the inhabitants * * lost to every sense of the duty they owed their country, have joined the enemies of this state, and have

* * with the British troops, waged war on the people of this state: while others * * have remained among us, and have * * aided, assisted and victualled the * * British troops.

Sheldon 163-6. Channing 224-5. Epochs II. 64-5; 92; 116. Fiske 264. Montgomery 178-9. Gordy 138, 158. Johnston 134. Thomas 98. Winsor VII. 185-214. Hildreth III. 137, 184, 187, 277, 308, 432, 444. McMaster's Hist. People I. 109-13; 123-30. Morris II. 143-7. Lossing's Field Bk. II. 634-6. Lib. Am. Lit. III. 126. Hart II. 511-4.

e. Prisoners.

Bryant III. 537-42. Lossing's Field Bk. II. 660. Winsor VI. 123, 145, 225, 568, 575. Sloane 260.

f. Negroes.

Hildreth III. 189, 355, 440. Wilson's Rise and Fall of the Slave Power I. ch II-IV. Bancroft. Epochs II. 113-4. Hart II. 488-90.

g. Foreigners in the American Army.

Hildreth III. 193. Sheldon 175. Montgomery 195, 200. Fiske's Rev. II. 50-4; 65, 229; I 239; II. 185, 189, 193; I. 242, 326, II. 252; II. 203, 231, 233, 270, 280. Johnston 109. Eggleston 182-3. Sloane 264, 292, 324.

h. Literature of the Revolution.

Sloane 384-8.

52. Peace.

a. Nations interested.

b. Points in dispute.

c. Terms of.

d. Was France treated fairly?

e. Departure of the British troops.

f. Washington's resignation and his "legacy" to the American people given in his circular letter to the governors. (Read Old S. Leaf No. 15.)

g. What were some of the problems of peace?

- h. Why did Washington say June 1783, "It is yet to be decided whether the revolution must ultimately be a blessing or a curse"?

Channing 225-31. Fiske's Critical Period 1-54. Am. Hist. Leaf. No. 15. Sheldon 188-9. Epochs II. 95-8. Montgomery 208. McMaster 149-52. Gordy 191-2. Johnston 133-9. Thomas 130-1. Andrews I. Winsor VII. 96-145. Sloane 348-69. Higginson. Hildreth III. 289-91; 411-21; 464-8. Lecky ch. XV, esp. 255-88. Century XXXV. 741. Preston's Doc. 232. Lodge 517. Lives of Pitt and Franklin. Speeches of Fox. Morris II. 143-7. Hart II. 619-29.

READING:—Daniel Boone's "Autobiography." Roosevelt's "Winning of the West." Hawthorne's "Septimius Felton." Cooper's "The Spy." "The Dance." Lib. Am. Lit. III. 356. Abbott's "Daniel Boone." Cooper's "Lionel Lincoln." Henty's "True to the Old Flag." Harte's "Thankful Blossom." Mitchell's "Hugh Wynne."

REVIEW.

1. Which do you consider the three most helpful men from 1760 to 1783? Which acted most truly from patriotic motives? Your reasons.
2. Reasons why America won.
3. Reasons why England failed.

Explain this newspaper extract concerning a company of riflemen going to join Washington in Cambridge, 1775. "These men have been bred in the woods to hardships and dangers from their infancy. * * [One] of the company held a barrel stave perpendicularly in his hands with one edge close to his side, while one of his comrades, * * at the distance of upwards of sixty yards and without any kind of a rest, * * shot several bullets through it. * * At night * * [they gave] a perfect exhibition of a war dance, circumventing their enemies by * * ambuscades, * * scalping, etc." Explain Mr. Hartley's speech in Parliament.—He would not use the term rebels because it would make hard feeling and because he thought the ministry had been the aggressors.

"I will never * * confound terms so fundamentally the reverse to each other, as defensive resistance in the support of constitutional rights, with unprovoked and active treason. * * Our American fellow-subjects have been driven to resistance in their own defense [as we ourselves were under the Stuarts.]"

4. On what principle or principles does the real justification of the war rest?
5. Sum up the political effects of the war.
6. Why should the Americans dislike a standing army?
7. How were the colonists supplied with the necessities of life during the war? With military supplies?
8. Which was the most important single event of the war in its results?
9. What clauses of the treaty were likely to occasion trouble?
10. Who governed the Americans during the Revolution?
11. When might peace have been made before it was and on what terms?
12. What did the colonies win by the Revolution? Did it pay? Are we any better off than Canada today? Could we have been like Canada without the revolution? Reasons.

THE UNITED STATES.

QUERIES:—Do men have the same instinct for government as beavers for dam building? Would Anglo-Saxons under any circumstances establish an orderly government? Is the American political standard really the greatest good to the greatest number?

1. The Articles of Confederation.
 - a. Under what government were the "colonies" from 1776 to 1781?
 - b. Review the early attempts to unite.
 - c. Define state, nation, federation, confederation.
 - d. When and why were the articles proposed?
 - 1). Note Franklin's draft. Would it have been better to have adopted his plan?
 - e. Analyze the plan finally adopted.
 - 1). Study articles I. II. III. VI. IX. XIII. Compare with the Declaration and later with the Constitution.
 - 2). Pick out the weak points. Your reasons.
 - f. Why did it take the states so long to ratify?
 - g. Why did some states have western lands while others did not?
 - h. Arguments for and against giving up the western lands. On what terms were they surrendered?
 - i. What is the real importance of the articles?
 - j. To what do you attribute their failure?
 - k. Were the states sovereign? Your reasons.
2. The "Critical Period" 1781-1787. Why so called?
 - 1). Explain,— " * * for it is clearly my opinion, unless Congress have powers competent to all general purposes, that the distresses we have encountered, the expense we have occurred, and the blood we have spilt will avail us nothing." March 4th, 1783.
"Notwithstanding the jealous and contracted temper, which seems to prevail in some of the states, yet I cannot but hope and believe, that the good sense of the people will ultimately get

the better of their prejudices."—January 5th, 1784.

"From the high ground we stood upon, from the plain path which united our footsteps, to be so fallen, so lost is really mortifying. But virtue, I fear, has in a great degree taken its departure from our land, and the want of a disposition to do justice is the source of the national embarrassment."—May 18th, 1786.

"What astonishing changes a few years are capable of producing. I am told that even respectable characters speak of a monarchical form of government without horror. * * What a triumph for the advocates of despotism to find that we are incapable of governing ourselves, and that systems founded on the basis of equal liberty are merely ideal and fallacious!"—August 1, 1786. (Quoted from Geo. Washington in *Northwestern Monthly* VIII. 5). A common English view:—"As to the future grandeur of America, and its being a rising empire under one head * * [is idle and visionary]. The * * clashing interests of the Americans, their difference of governments * * and manner, indicate that * * suspicious and distrustful of each other, they will be divided * * into little commonwealths * * by great bays of the sea, and by vast rivers, lakes and ridges of mountains." (Quoted in Sheldon p. 198).

Justify the above opinions by studying

- a). The finances,—state and national.
- b). Commerce,—foreign and domestic.
- c). Violations of the articles.
- d). Schemes for revision and amendment.
- e). Social conditions.
- f). External boundaries.
- g). Internal subdivisions.
- h). Control of territories and government land.

Study the Articles. Old S. Leaf. Nos. 2, 15, 16. Am. Hist. Leaf. Nos. 20, 22. Preston's Doc. 218. *Northwestern Monthly* VIII. No. 5. Channing 236-46; 249-55. *Epochs* II. 103-19. Sheldon 196-9. Montgomery 209-14. Fiske 246-8. McMaster 155-

65. Gordy 194-8. Thomas 132-5. Johnston 136-9. Walker 1-20. Andrews I. 223-33. Fiske's Crit. Period 90-222. Frothingham 561-79. Schouler I. 1-35. Hildreth III. 139, 266, 395-404; 472-4. McMaster's Hist. People I. 130-219; 299-354. Bryce I. 19-21. McDonald's Doc. 6. Hart II. 591-605.

3. The Ordinance of 1787.

a. Reasons for.

b. Terms.

- 1). Name three sorts of liberty which the ordinance granted.
- 2). Compare the U. S. colonial system thus established with that of England and account for the difference.
- 3). Did anyone question the power of Congress to legislate on territorial slavery? Compare with later opinions as you proceed.

c. Note the application of the new land survey system.

Old S. Leaf. Nos. 13, 14, 42. Am. Hist. Leaf. No. 28. Preston's Doc. 240. MacDonald's Doc. 21. Channing 246-9. Epochs II. 108-9. Sheldon 199-202. Gordy 198. Montgomery 209-10. McMaster 160-2. Eggleston 232. Thomas 146-8. Johnston 146. Walker 39-40. Fiske's Critical Period 204-7. Hildreth III. 527-9.

N. B.—Topics for note book.

1. The three great compromises of the constitution and their future history.
2. Great men, noting their political principles and their influence on history.
3. Slavery, — social, economic, and political effects.

N. B.—Make a map of the United States or buy a Heath Outline map (3c.). With colored crayon or pencils trace all slavery legislation as you proceed.

4. The Constitutional Convention.

a. Origin and previous attempts.

b. Time and place of meeting.

c. Men in it,—extent of their power.

d. The Constitution.

- 1). Plans proposed,—authors, nature of and reasons for each.

- a). Jefferson wrote from Paris, December 16th, 1786. "To make us one nation as to foreign concerns, and keep us distinct in Domestic ones, gives the outline of the proper division of power between the general and particular governments." And again,—“I am persuaded the good sense of the people will always be found the best army. They may be led astray for a moment, but will soon correct themselves.”
 - b). Adams 1787, said, “The rich, the well born and the able * * must be separated from the masses and placed by themselves in a senate.” Follow these two ideas through our history.
- 2). Compromises.
- a). Name and explain the three great compromises.
 - (1). Why should New Jersey say that the only remedy was to erase existing boundaries and divide the whole into thirteen equal parts?
 - (2). Why should Pennsylvania say, “If New Jersey will not part with her sovereignty, it is vain to talk of government”?
 - (3). Find other similar statements.
 - b). Mention some of the other compromises.
 - c). Is it right to compromise? Suppose they had not done so here?
 - d). Why did the convention sit with closed doors and pledge themselves to silence?
- 3). How can our government be called one of “checks and balances”?
 - 4). Can you discover reasons in the experience of the colonists why they made the government they did instead of one like England?
 - 5). What do you think of Gladstone’s remark, that it was “struck off at a given time from the brain and purpose of man”?
 - 6). Who was the “Father of the Constitution”?

The author? The "Defender"? Why?

7). What were the Madison Papers?

8). Ratification.

a). Arguments for and against.

(1). What was the "Federalist"?

(2). Explain this recipe for an Anti-Federal essay: "Take well born nineteen times, aristocracy eighteen times, liberty of the press thirteen times, negro slavery once, trial by jury seven times, great names six times, Mr. Wilson forty times, and lastly George Mason's hand in a cutting box nineteen times. Put these all together and dish them up at pleasure. These words will bear boiling, roasting or frying, and what is most remarkable of them, will bear being served a dozen times to the same table and palate." (Quoted in *Northwestern Monthly* VIII. 5.)

(3). In Pennsylvania the small farmers were told "that if they were tired of serving on juries, and wished to see tax-collectors helped by bands of soldiers taking their savings from them to support a standing army, a pack of national judges, and a three-headed Federal Government, they would do well to send a Federalist to the [state] convention." Explain. (Ibid.)

(4). From Paris, Jefferson wrote Dec. 20, 1787: "I will now add what I do not like First the omission of a bill of rights providing clearly and without the aid of sophisms for freedom of religion, freedom of the press, protection against standing armies, restrictions against monopolies, the eternal and unremitting force of the habeas corpus laws, and trials by

jury in all matters of fact triable by the laws of the land and not by the law of nations. * * The second feature I dislike * * is the abandonment in every instance of the necessity of rotation in office, and most particularly in the case of the President." (Ibid.)

- b). Why wait for New York to ratify?
- c). What significance is there in the fact that the vote in the Massachusetts convention was 187 for and 167 against and Virginia 89 to 79?
- d). The attitude of Patrick Henry. Account for it.
- e). Did the states or the people ratify?
- f). Is the Union older than the states?
- g). When did the idea of state sovereignty begin?
- h). Was the Constitution a compact or an instrument of government? (See Madison's view in Johnston's Politics).
- i). How could the union be dissolved?
- j). The question of amendments.
- 9). What is the difference between a constitution and a law?
- 10). What was the status of North Carolina just after the adoption of the Constitution.

Elliott's Debates. The Constitution. Channing 255-75. Epochs II. 121-35. Sheldon 203-10. Montgomery 214-8. McMaster 165-73. Fiske 248-9. Gordy 198-201. Eggleston 197-200. Johnston 140-3. Thomas 135-43. Andrews 1. 233-42. Frothingham 581-600. Walker 21-50. Fiske's Civil Govt. 214-29; 232-67. Schouler I. 25-45. Winsor VII. 237-46. Bryce, chs. III., XXV., XXVIII., XXIX. Coffin's Bldg. Nation 13-26. Hildreth III. 477-8; 482-526. McMaster's Hist. People I. 390-9; 417-25; 438-524. Johnston's Politics 8-18. Jefferson Davis, Confed. Govt. I. 86-103. Atlantic LVIII. 648. Century XXXIV. 746. Old S. Leaf. No. 12. Am. Hist. Leaf. No. 8. Northwestern Monthly VIII. No. 5.

5. Show which of our political institutions have their origin in English institutions, which in the peculiar

conditions of this continent, and which in the inventive genius of the American people. For example,—

- a. No imprisonment without cause.
- b. Quick and cheap land transfer.
- c. The caucus system.

N. B.—Pages in your note book for States Rights, Secession and the National Theory, adding material as you meet it.

6. Our country in 1789.

- a. Boundary questions.
- b. Distribution of the people.
- c. Cities.
- d. Intellectual life.
 - 1). Schools and professions.
 - 2). Literature, newspapers, etc.
- e. Economic conditions.
 - 1). Cause and effect of American mechanical insight.
 - 2). Wages, manner of living, etc.
 - 3). Jefferson's opinion on western settlement, with his reasons.
- f. Political conditions.
 - 1). Methods,—effect of free speech.
 - 2). The franchise.
- g. Social life.
- h. Is there an American white race?
- i. Was there originally any difference between the people of the north and south? Would they become alike or unlike? Why?

Channing 317-30. Epochs II. 137-41. Sheldon 220-8. Montgomery 227. McMaster 175-96. Fiske 253-8. Gordy 203-10. Eggleston 203-12. Johnston 144-6. Walker 63-72. Fiske's Critical Period 60-3. Frothingham 603-10. Coffin's Bldg. Nation 27-41. Schouler I. 221-38. Hildreth III. 543-6. McMaster's People I. 1-101. Eggleston in Century 1882-5.

7. Rise of parties.

N. B.—Place heading, "Party Government," in note book.

- a. Origin.
- b. Define necessary, implied, inherent and delegated powers.

- c. Should every one belong to a party?
- d. What is an "independent"? His value?
- e. Why not have just one party?
- f. What is meant by the "machine" in politics?
- g. The party press.
- 8. Washington's election and inauguration.
 - a. Note monarchical tendencies.
 - b. Compare his address with one of today. Account for the differences.
- 9. Organization of the departments.

Channing 279-88: 296.* Epochs II. 141-6; 155-7. Sheldon 209-14. Montgomery 219-22; 225-6. McMaster 197-8. Schouler I. 47-54; 74-130; 170-9. Walker 94-9. McMaster's Hist. of People I. 525-61. Andrews I. 243-58. Bryce ch. XXX. Old S. Leaf. No. 10. Northwestern Monthly VIII. No. 6. Lodge's Washington II. ch. 5. Morse's Jefferson, chs. 8-10. Hildreth IV. 39-46; 287-301; 331-72; 389-409. Johnston's Politics 3-8; 26-9.

N. B.—Buy or make a map of the U. S. With colored crayon or pencils trace our territorial development as we proceed.

- 10. Financial affairs.
 - a. Origin of the national debt.
 - b. Hamilton's propositions,—arguments for and against each.
 - c. What difference did it make where the capital was located? What is log-rolling? Is it right?
 - d. The bank,—note party views.
 - e. Name and explain the different methods used to raise money.
 - f. The Whisky insurrection.
 - 1). Cause and significance.
 - 2). What if the 3000 distilleries in Pennsylvania had been consolidated into a few big ones?

Channing 288-91; 293-6. Epochs II. 146-51; 163-4. Montgomery 222-5; 232-3. McMaster 198-204. Fiske 260-3. Gordy 211-15. Johnston 151-4. Thomas 147-9. Schouler I. 86-93; 130-40; 158-9; 166; 187; 214-75. Walker 78-87. McMaster's Hist. of People I. 542-61; 568-93. Van Holst I. 80-107. Andrews I. 258-62. Hildreth IV. ch. 1-5; 8. Lodge's Washington II. 103-28. Lalor Cyclopaedia I. 315, 316, 714, II. 127, 190, 573, III. 856-9. Johnston's Politics 22-5. Macdonald's Doe. 46, 61, 67, 76, 81, 98.

N. B.—Put heading Tariff in note book.

N. B.—Record in note book slavery proceedings in Washington's administration.

11. Foreign affairs,—1789-1797.

a. Our standing abroad,—due to what?

b. Attitude of our political parties, with the reasons.

c. Relations with France.

1). Our obligations by the treaty of 1778.

2). Washington's policy.

a). Importance of his proclamation.

b). Effect of Genet's appeal to the people.

d. Relations with England.

1). Grievances on each side. Washington, July 26, 1786, wrote, "It was impolitic and unfortunate if not unjust in these states to pass laws, which by fair construction might be considered as infractious of the treaty of peace. It is good policy at all times to put one's adversary in the wrong. Had we observed good faith, and the western posts had then been withheld from us by Great Britain, we might have appealed to God and man for justice. * * But now we cannot do this." Explain this

2). Explain "Free ships make free goods"; "Rule of 1756."

3). Jay's treaty.

a). Objections to it? Why?

b). Why not get better terms?

c). Should we have fought then?

e. Relations with Spain and Algiers.

f. Naturalization laws.

12. Washington's Farewell Address.

a. Read it and give main points on union, parties, federal power, education, foreign alliances.

McDonald's Doc. 112, 114, 130. Northwestern Monthly VIII. 5. Old S. Leaf. No. 4. Sheldon 214. Channing 196-303. Epochs II. 157-63. Montgomery 230-7. McMaster 206-9. Fiske 264-6. Gordy 217-19. Johnston 154-60. Thomas 151-4. Walker 100-3; 115-9; 136. Schouler I. 241-58; 290-304; 316; 331-3. Winsor VII. 466-76. Coffin, Bldg. Nat. 58-62. An-

draws I. 263-73. Lodge's Washington II. ch. 4. Von Holst I. 107-37. McMaster, Hist. People II. 89-144; 165-88; 212-89. Hildreth IV. 132-7; 411-97; 539-615. Johnston's Politics 30-43.

READING:—Lib. Am. Lit. IV. 346. "Washington's Receptions"; IV. 25. "Anecdotes of Washington." Holmes, "Ode for Washington's Birthday."

13. Election of 1796.
14. Relations with France 1797-1801.
 - a. Reasons for negotiations.
 - b. The X. Y. Z. affair.
 - 1). Why should we feel insulted?
 - 2). Explain Pinckney's reply.
 - 3). Note the war preparations and their effect on the Federalists.
 - 4). Reasons for and effect of the treaty of 1800.
15. Home affairs to 1801.
 - a. Alien and sedition laws,—purpose of; nature of; why objectionable?
 - b. Naturalization acts,—nature and purpose.
 - c. Virginia and Kentucky resolutions.
 - 1). Read them, noting the stand taken and the importance of.
 - 2). Explain this extract: "Resolved, that the several states composing the United States of America, are not united on the principle of unlimited submission to their General Government: but that by compact * * they constituted a General Government for special purposes, delegated to that Government certain definite powers, reserving each state to itself, the residuary mass of right to their own self Government: and that whenever the General Government assumes undelegated powers, its acts are unauthorized, void, and are of no force: That to this compact each state acceded as a state, and is an integral party, * * each party has an equal right to judge for itself, as well of infractions, as of the mode and measure of redress." (Am. Hist. Leaf. No. 15.)

- d. The Midnight Judiciary.
 - 1). Purpose and effect.
- e. What should have been the policy of the Federalists?

Am. Hist. Leaf. No. 15. Northwestern Month'y VIII. No. 5. Montgomery 238-44. McMaster 209-14. Johnston 160-4. Thomas 154-8. Winsor VII. 472. Schouler I. 341-99; 423-5. Walker 138-55. Coffin Bldg. Nat. 112-8. Andrews I. 273-81. Von Holst. Morse's John Adams 265-87. Hildreth IV. 685-704; V. chs. 10, 14. McMaster II. 209-416, 417-76. Lalor's Cyclopaedia III. 1122-7. Macdonald's Doc. 135-58. Preston's Doc. 277-304. Channing 303-12. Epochs II. 164-71. Fiske 266-70. Gordy 220-3. Johnston's Politics 44-54.

- 16. The election of 1800 and its results.
 - a. Candidates and principles.
 - b. Reasons for the Federalist defeat.
 - c. Necessity for the 12th. amendment.
 - d. Compare the inaugurals of Washington, Jefferson and Lincoln.
 - e. Jefferson and the civil service.
 - 1). Why did he say, "We are all Republicans, we are all Federalists"? Was he as weak an executive as this might imply?
 - 2). Note the changes made and his basis of appointment.
 - f. Burr's conspiracy.
 - 1). Cause.
 - 2). Define treason.
 - 3). Note the moral effect.

Channing 312-4; 330-6; 341-3. Epochs II. 171-83; 189-91. Montgomery 244-7; 255. McMaster 215-8. Gordy 224-5. Thomas 159-60; 164-5. Walker 165-73; 206-8. Andrews I. 305-10. Schouler I. 426-501; II. 67. Coffin Bldg. Nat. 133-9. Henry Adams U. S. II. Morse's John Adams 287-330. Von Holst 168-83. Hildreth V. ch. 15. McMaster II. 489-537. Summer's Hamilton ch. 16.

- 17. Material conditions in 1800,—compare with 1790.

Channing 317-30. Gordy 226-9. Thomas 165. Johnston 168-9. Coffin Bldg. Nat. 63-111. Sheldon 220-8. Montgomery 252-4. Andrews I. 291-304.

- 18. Foreign affairs 1800-1816.

- a. Gunboat system. Was it really economical?
- b. Tripolitan war.
- c. Louisiana purchase.
 - 1). Review previous history of Louisiana.
 - 2). Object of the United States and of Napoleon.
 - a). Explain Jefferson's letter to Livingston in Paris, April 1802. "There is on the globe one single spot, the possessor of which is our natural and habitual enemy. * * The day that France takes possession * * [of it] we must marry ourselves to the British fleet and nation."
 - b). Explain Napoleon's remark that this gave "to England a maritime rival destined to humble her pride."
 - 3). Note the attitude of the Federalists and account for it.
 - 4). Was it constitutional from any point of view then or now?
 - a). Explain the following.
 - (1). Jefferson said, "The executive has done an act beyond the constitution. The legislature must ratify and throw themselves upon the country for an act of indemnity." "Our peculiar security is in the possession of a written constitution. Let us not make it blank paper by construction."
 - (2). Livingston said, "We have lived long but this is the noblest work of our whole lives." Why?
 - 5). Boundary questions.
 - 6). Lewis and Clark expedition. Did this effect our Oregon claims?
 - 7). Make a note of the secession sentiments.
 - 8). Summarize the political, economic and social effects of the purchase.

Channing 337-49. Epochs II. 182-9; III 35. Sheldon 215-9. Montgomery 247-52 McMaster 216-21. Fiske 271-6. Gordy

228-35. Thomas 162-3. Johnston 167-8. Walker 178-85. Andrews I. 310-11. Johnston's Politics 55-63. McMaster Hist. of People II. 620-33. Hildreth V. 478. Schouler II. 36-52. Morse's Jefferson ch. 14. Von Holst I. 183-99. Bryant IV. 145-9; 267-75. Winsor VII. ch. 7. Macdonald's Doc. 160.

d. Aggressions on neutral trade.

- 1). Follow England's conduct after Jay's treaty and give reasons for. How did it affect the United States?
- 2). Impressment.
 - a). Reasons for.
 - b). England's view of naturalization laws during the colonial period and at this time.
 - c). Our view of the "right of search."

N. B.—Place this topic in note book and find other instances.

- 3). Napoleon's continental system.
 - a). Purpose and effect.
 - b). England's reply.
- 4). The Chesapeake "outrage:" Note party feeling here.
- 5). Jefferson's policy.
 - a). Non-importation act. Why did Randolph call it "A dose of chicken broth to be taken nine months hence."
 - b). The Embargo.
 - 1). Purpose.
 - 2). Was it constitutional?
 - 3). Effect on Republican principles.
 - 4). Effect on England and France.
 - 1). Why called the "O grab me act?"
 - 5). Principle involved in the resistance offered to the act.
 - 6). Compare this act with the colonial Revolutionary policy. Which was more effective? Why?
 - c). Reason for and effect of the non-intercourse act.
- 6). The Erskine treaty with England.
- 7). French offers of friendship.

8). Effect of the President and Little Belt affair, 1811.

9). Effect of the Tecumseh Indian revolt and our attitude toward England.

QUERY.—Does commerce make for peace or war?

Channing 343-52. Epochs II. 191-203. Sheldon 229-31. McMaster 224-31. Montgomery 256-65. Gordy 237-42. Thomas 166-70. Johnston 171-2. Andrews I. 315-8. Walker 190-204. Schouler II. chs. 6, 8. McMaster's Hist. People III. chs. 19, 20. Hildreth VI. chs. 20-23. Morse's Adams 37-57. Schurz's Clay ch. 4. Salor's Cyclopaedia II. 79-85. Johnston's Politics 64-72. Macdonald's Doc. 176, 177.

e. Whom should we fight? Why?

1). Explain Jefferson's statement,—“The difficulty of selecting a foe between them has spared us many years of war, and enabled us to enter into it with less debt, more strength and preparation. France has kept pace with England in iniquity of principle although not in the power of inflicting wrongs upon us.”

2). Influence of such remarks as this of Lord Liverpool (1813),—America “ought to have looked to this country (England) as the guardian power to which she was indebted not only for her comforts, not only for her rank in the scale of civilization, but for her own existence.”

3). Influence of the young men in Congress.

4). Influence of party feeling.

5). Sum up reasons for choosing England.

6). Madison's attitude. Compare him as a statesman and as a war president.

7). Causes of the war assigned in the declaration. Compare with Clay's answer when asked what would be gained by war,—“What are we not to lose by peace? Commerce, character, a nation's best treasure, honor!”

8). Explain the expression, “Free Trade and Seamen's Rights.”

9). Suppose the telegraph had been known?

Channing 352-4. Epochs II. 203-6. Montgomery 264-6. Fiske 279-81. Gordy 242-3. Walker 121. 221-9. Johnston's Orations I. 205-15. Coffin's Bldg. Nation 142-50. McMaster's Hist. People III. chs. 21, 23; IV. chs. 24-7: 29. Schurz's Clay I. chs. 5, 6. Hildreth VI. chs. 24-9. Schouler II. chs. 8, 9. Bryant IV chs. 8, 9. Sumner's Jackson ch. 2. Johnston's Politics 73-80. Macdonald's Doc. 183, 191.

f. The war.

- 1). Strength of the combatants,—population, resources, etc.
- 2). Theater of war,—why?
- 3). Object, character and results of the land campaigns.
- 4). Character and effect of the sea fights.
 - a). Note this English newspaper account:
 “* * after an action of 15 minutes, the Guerrierewas COMPLETELY DISMASTED, [by the Constitution], and in another quarter of an hour she went down! * * NOTHING IS IMPOSSIBLE! NOT EVEN FOR A MAN TO BITE HIS OWN NOSE OFF, but * * we must confess our doubt as to the probability of the event * * !”
 Why did she doubt it?
 - b). Why was it difficult to insure ships for a run across the Irish channel?
- 5). Object of the battle of New Orleans. Did it do any good?

Epochs II. 206-14. Channing 357-83. Sheldon 232-6. Fiske 281-8. Montgomery 266-73: 276. McMaster 233-9. Thomas 171-9. Coffin Bldg. Nat. 151-231. Gordy 244-50. Jonnston 175-91: 194-5. Schurz's Clay I. 85-101. (See references above.)

g. Disloyal utterances and acts.

- 1). Resulting from attempts to evade the embargo.
- 2). Concerning militia control, etc.
- 3). Why should J. Q. Adams in 1811 say that the admission of Louisiana would be “a virtual dissolution of the Union?”

- 4). Why should Josiah Quincy, June 1813, say that it was not right to praise victories "in a war like the present, waged without justifiable cause and prosecuted in a manner which indicates that conquest and ambition are its real motives"?
- 5). Explain this from the Massachusetts legislature committee report. "We spurn the idea that the sovereign state of Massachusetts is reduced to a mere municipal corporation."
- 6). Why should the Massachusetts assembly Oct. 16, 1814, vote a million dollars to support a state army?
- 7). The Hartford Convention.
 - a). Cause.
 - b). Principles involved.
 - c). Work of.—Give reasons for the following amendments proposed, and state objections, if any, to them.
 - (1). Excluding slaves from the basis on which representation and direct taxes are apportioned.
 - (2). Requiring for the admission of new States the concurrence of two-thirds of both houses.
 - (3). Prohibiting congress from laying an embargo for more than sixty days.
 - (4). Prohibiting Congress from interdicting commercial intercourse with foreign nations without a two-thirds vote of both houses.
 - (5). Requiring a two-thirds vote to declare war or authorize acts of hostility against a foreign nation, except in defence and in cases of actual invasion.
 - (6). Making ineligible to any civil office under the general government any person thereafter naturalized.
 - (7). The president to be eligible only for a single term and not to be chosen

two terms in succession from the same state.

The Convention also advised the states to prevent the execution of the United States enlistment acts and to provide for state defence against invasion. (Walker 245-6).

- d). What do you consider the chief objection to the convention?
- e). Results.
- f). Why should Jefferson say that the possible withdrawal of Massachusetts was "a disagreeable circumstance but not a dangerous one?"
- g). Find other quotations.

Channing 365-7. Epochs II. 214-8. Sheldon 238. Gordy 251. Thomas 177. Johnston 191-2. Fiske 288. Montgomery 274-6. Walker 240-7; 257. Schouler II. 417-30. Johnston's Politics 80-7. Hildreth VI. 464-77; 544-54. McMaster's Hist. Peo. IV. ch. 28. Lodge's Webster 45-71. Lalor's Cyclopaedia I. 624. Von Holst I. 235-72. Macdonald's Doc. 198.

19. Results of the war.

a. Home affairs.

- 1). Cost of the war.
- 2). Effect on national and party feeling.
 - a). Note the elections of 1816 and 1820.
 - b). Was it really an "era of good feeling"?
Your reasons.
- 3). Effect on industrial conditions.
 - a). The tariff,—definition and kinds.
 - (1). Nature and object of the acts from 1789 to 1816
 - (a). If Madison was a free trader, as he said, why did he introduce a bill, 1789, in behalf of "infant manufactures"? Did he think of the effect on wages? Why?
 - (b). Why did New England in 1789 object to a tax on molasses?
 - (c). Who objected to the tax on slaves? Why?

- (d). Why did each part of the duty of 1789 have to be carried by log rolling?
- (2). Mention other conditions and acts which afforded protection intentionally or otherwise.
- (3). The tariff of 1816.
 - (a). Note the opinions of Calhoun, Jefferson, Webster, and Randolph, with the reasons for each.
 - (b). Was the tariff designed for manufacturers especially? Your reasons.
 - (c). Was it made in the interest of American wages and standard of living? Purpose of the tariff today?
- (b). The bank of 1816.
 - 1). Reasons for its re-charter.
 - 2). Was the party in power living up to its convictions? Your reasons.
- (c). Internal improvements, etc.,—effect on nationalization.

Channing 367-73. Epochs II. 220-33; 234-6; 253-4. McMaster 241-60; 266-73. Montgomery 278-82; 284-5; 292. Fiske 297-8. Gordy 256-7. Thomas 180-3; 185-7. Johnston 197-203. Walker 204-5; 257-270. Burgess 1-12; 116-22. Coffin Bldg. Nat. 233-44. Andrews I. 318; 330-5. Epochs II. 223-31. McMaster's Hist. People IV. chs. 30-1. Hildreth VI. ch. 30. Schouler II. ch. 9; III. ch. 10. Schurz's Clay I. 126-46. Von Holst ch. 10. Johnston's Politics 89-94.

READING.—Dickens, "Tale of Two Cities." E. E. Hale, "Philip Nolan's Friends;" "Man Without a Country." Dana "Two Years Before the Mast;" "A Girl's Life Eighty Years Ago," Scribner's Magazine, 1887; "A Sugar Plantation," Harper's Magazine, 1887, Eggleston's "Captain Sam," etc. "The Star Spangled Banner." Drake's "American Flag." Holmes's "Old Iron Sides." Bryant's "Hunter of the Prairies." Eggleston's "The Graysons," in the Century, 1888. "Constitution and Guerriere," Lib. Am. Lit. V. 105.

- b. Results of the war as to foreign affairs 1815-1825.

1). The treaty.

- a). Terms.—What questions should have been settled? Why were they not?
- b). Why was this called the second war of Independence?

Channing 363-5. Schurz's Clay I. 102-25. Epochs II. 218-22. Montgomery 277-9. Fiske 289. Gordy 252. Johnston 196. Thomas 178-9. McMaster 239. Macdonald's Doc. 192. McMaster, Hist. of People IV. ch. 29. Schurz's Clay 1. ch. 6. Hildreth VI. ch. 29. Bryant IV. ch. 9. Higginson ch. 15.

2). Later negotiations with Great Britain.

- a). As to trade regulations, 1815.
- b). Fisheries and northern boundary, 1818.
- c). Oregon boundary.
 - (1). Which nations claimed it? By what right?
 - (2). Agreement between England and United States.
- d). Slave trade.

Channing 374. Schouler IV. 504-13. Burgess 311-27. McMaster 322-6. Coffin Bldg. Nat. 363-86. Epochs II. 232-3. Thomas 185. McMaster 261. (See above).

3). Relations with Spain.

- a). Purchase of Florida.
 - (1). Reasons for, terms and boundaries. Monroe wrote to Jackson, "Having long known the repugnance with which the eastern portion of our Union have seen its aggrandizement to the West and South, I have been decidedly of the opinion that we ought to be content with Florida for the present." What did he mean?
 - (2). Why did Clay think Florida would one day drop into our lap anyway, while Texas might escape us? Which was more valuable, Texas or Florida? Why?

(3). Settlement of Spanish claims to Oregon.

Channing 375-7. Schurz's Clay I. 151: 162-5. Epochs II. 233-4. Montgomery 282-4. Fiske 288-9. Gordy 254. Johnston 201. Thomas 184. McMaster 261-2. Macdonald's Doc. 213. Winsor VII. 527-62. See index to Hildreth, Bancroft, McMaster, Schouler, etc.

- 4). Relations with Spanish American colonies.
 - a). Cause of their revolutions. Compare their conditions then and now.
 - b). Object of the Holy Alliance.
 - c). Why was the United States interested?
 - d). Effect of Russian colonization schemes.
 - e). The Monroe Doctrine.
 - (1). Read it; name the four principles set forth.
 - (2). Was it a new stand? Compare with Washington's Farewell Address and Jefferson's inaugural.
 - (3). Why did England favor it? The English prime minister, Canning, said, "I called the New World into existence to redress the balance of the old." Explain.
 - (4). Compare with Cleveland's Venezuelan message.
 - (5). Do we have to follow it? Is it necessary now?

Macdonald's Doc. 228. Am. Hist. Leaf. No. 4. Channing 377-81. Epochs II. 241-4. Montgomery 293-5. Fiske 299. Gordy 255. Johnston 205. Thomas 190-1. McMaster 262-5. Schouler III. 277-93. Schurz's Clay I. 146-50, 168-71. Winsor VII. ch. 7. Von Holst I. 409-21: 532. Morse's J. Q. Adams 126-38.

f). The Panama Congress, 1825,—object, results.

Channing 391-2. Epochs II. 251-3. Thomas 197. Schurz's Clay I. 267-73. (See indexes).

20. Slavery.

a. Review to 1789 noting,—

- 1). Early appearance in the colonies.
- 2). Compare northern and southern adaptability.
- 3). Early theory as to its benefits and early objections, with reasons for both.
- 4). Colonial legislation.

a). Why should Connecticut, 1723, enact that no negro or Indian servant or slave should be out after 9:00 P. M. without a special order?

b). Why should Carolina punish any one who allowed negroes to build a church on their land?

c). Why did Pennsylvania in 1793 enact that every free negro should be registered, giving age, name, color, stature, and when freed?

5). Explain these extracts:

a). In 1773, Patrick Henry wrote to a Quaker, "Is it not amazing that, at a time when the rights of humanity are defined and understood with precision, in a country above all others fond of liberty [that slavery exists]? Would any one believe that I am a master of slaves of my own purchase? I am drawn along by the general inconvenience of living without them. I will not, I cannot justify it." (Quoted in Schurz's *Clay* I, 29.)

b). North Carolina convention, 1774,—"Resolved, That we will not import any slaves, or purchase any * * imported * * by others * * after [November 1st]."

6). Extent of English responsibility.

7). Slaves in the Revolution.

8). Explain this extract from the original draft of the Declaration of Independence. Why was it struck out? "He has waged cruel war against human nature itself, violating

its most sacred rights of life and liberty in the persons of a distant people who never offended him. * * Determined to keep open a market where men should be bought and sold, he has * * [suppressed] every legislative attempt to restrain this execrable commerce, and * * is now exciting these very people to rise in arms among us [to purchase their liberty], * * thus paying off former crimes committed against the LIBERTIES of one people, with crimes which he urges THEM to commit against the lives of another." (American History, Leaf No. 11.) Would Jefferson have written this in 1850? Your reasons.

- b. Opinions of Washington, Jefferson, etc.
- c. How, why, and when were slaves north of Mason and Dixon's line freed? What became of them?
- d. The Ordinance of 1787,—did the south object?
- e. Note South Carolina's stipulation in ceding her western lands.
- f. The Constitution and slavery.
 - 1). Why not then prohibited?
 - a). Ellsworth (Connecticut) said, "What enriches a part enriches the whole, and the states are the best judges of their particular interests."
 - b). Jas. Wilson (Pennsylvania),—"The NEW States which are to be formed will be under the CONTROL of Congress in this particular and slavery will never be introduced there." (Elliot's Debates II, 452.)
 - 2). Select the clauses referring to slavery and note their influence on later history.
- g. Debates in Washington's administration,—cause; results. (Macdonald's Doc. 58.)
- h. Fugitive slave law,—reasons for.
- i. The cotton gin,—effect on the north and south.
- j. Why did Indiana ask to be released from the slavery clause of 1787.

- k. Sum up the things from 1789 to 1808 which show a reaction in favor of slavery, giving reasons for each.
- l. Time and reason for stopping foreign importation. (The Arabs still engage in the slave trade. Why?) (Macdonald's Doc. 171.)
- m. Effect of the domestic slave trade,—arguments for selling them into the west.
- n. Effect of the war of 1812 on slavery.
- o. Reason for Edward Cole's prophecy, 1814, "The hour of emancipation is advancing. * * It will come and whether * * by * * our own minds * * or by the bloody process of St. Domingo [is not yet known]. * * I have no proposition so expedient, on the whole, as that of emancipation of those born after a given day."
- p. Why was foreign slave trade made piracy in 1820? Why did we not co-operate with England in suppressing it?
- q. The Colonization Society, 1816, etc.
 - 1). Did Clay intend it to be an anti-slavery organization or not? Which do you think it was? Why? In 1839 Clay said "[if it does no good it does no harm.] It has nothing to do with slavery." In 1848 he said that colonization begins where abolition ends. The negro will carry religion, civilization, and freedom to Africa. About 5000 have gone to Africa. They have twenty-five churches. It costs \$50 to transport one and support him six months. They will soon transport themselves as do the Irish and Germans.

References—See Indexes on Slavery.

- r. The Missouri affair.
 - 1). Why contest Missouri and not Louisiana or Illinois? Give three or four reasons.
 - 2). Give both pro and anti-slavery arguments on constitutional, moral and economic grounds.

- 3). The cotton export in 1820 amounted to \$20,000,000 and the value of slaves had trebled. Suppose you had been a cotton planter?
- 4). Part played by Maine.
- 5). Which was more willing to compromise, the Senate or the house? Why? Why should a southern writer say the Senate was "wiser, juster and freer from sectional jealousy?"
- 6). Clay with tears in his eyes, said: "[It would be cruel to keep the negroes out of Missouri, because it would not decrease their number and would expose them] in the old exhausted states to destitution and even to lean and haggard starvation, instead of allowing them to share the fat plenty of the new west." What do you think of this? Why did Clay refuse to have his speeches on the Missouri question published?
- 7). Terms of the compromise.
- 8). Reasons for trouble over the Missouri constitution.
- 9). Results. Which side got the better of it? Why? What did it settle?
- 10). Would it have been better not to compromise? Suppose they had not?
- 11). Note the secession sentiments. Were they considered treasonable? Why?
- 12). Importance and real meaning of the Missouri struggle. VonHolst says, "At the last moment in the night between the 2d. and 3d. of March, 1820, free labor and the principle of nationality yielded to slavery and the principle of state sovereignty, [two principles which] involved the weal and the woe of the republic, [for from that night] party history is made up without interruption [on geographical lines]." Explain.
- 13). Was it possible for the states to remain united under a system of slavery? Your reasons.

Macdonald's Doc. 219. Channing 381-5. Sheldon 241-2. Epochs II. 236-41. Montgomery 285-91. McMaster 274-7. Fiske 300-4. Gordy 257-9. Thomas 189. Johnston 204. Andrews I. 245-8. Rhodes I. 30-41. Burgess I. 65-107. Coffin Bldg. Nat. 243. Greeley Am. Conf. I. 74-80. Schouler III. 133-89. Johnston's Politics 94-7. Von Holst I. 324-81. Schurz', Clay I. ch. 8. McMaster Hist. People IV. ch. 39. Hildreth V. 498-506; 627-44; VI. 613-86. Bryant IV. ch. 11. Blaine, Twenty Years I. ch. 1.

21. The tariff of 1824.

- a. Reasons for reviving the question. Did it effect the campaign? Reasons?
- b. Note the change in opinions and give reasons.
- c. Did England's adoption of protection in 1815 affect us?

d. Explain the vote on it.

House majority 5; senate 4. Navigating and fishing states, (Massachusetts, New Hampshire, Maine) 22 to 3, against the tariff Manufacturing states, (Rhode Island, Connecticut,) 7 to 1 in favor. Grain growing states, (Vermont, New York, New Jersey, Pennsylvania, Delaware, Kentucky, Ohio, Indiana, Illinois, Missouri) 92 to 9 in favor. Tobacco and grain state, (Maryland,) 6 to 3 against. Cotton and grain state (Tennessee,) 7 to 2 against. Tobacco and cotton states, (Virginia, North Carolina, South Carolina, Georgia, Mississippi, Alabama,) 54 to 1 against. Sugar and cotton state (Louisiana,) 3 against. (Schurz's Clay I. 219).

e. Note secession sentiments,—how received.

Channing 385-6. Montgomery 296. Fiske 306-7. Epochs II. 247-8. Burgess 108-16. Schurz's Clay I. 212. Thomas 191. Taussig's Tariff History of the U. S. Johnston's Politics 100. Schouler II. Hildreth VI. Schurz's Clay I. 202-35. (See indexes.)

22. Lafayette's visit.

- a. What changes must he have observed?

23. The election of 1824.

- a. Candidates and principles.

- b. Why called the "scrub race"?
- c. What was the corrupt bargain? What would you have done if you had been Adams or Clay?
- 24. Events under Adam's administration.
 - a. Review Panama congress.
 - b. Internal improvements. What sections favored them? Why?
 - c. Foreign relations.
 - d. Principle involved in the dispute with Georgia over Indian lands.
 - e. Why was not more done under Adams?

Channing 386-92. Montgomery 296-302. Epochs II. 245-56. McMaster 279-303. Fiske 304-7. Thomas 186-7; 191-4; 197-8. Burgess 131-44. Lodge's Webster 129-71. Johnston 205-6. Schurz's Clay I. 168-71; 234. Sumner's Jackson chs. 4, 5. Schouler III. 293-450. Bryant IV. 283-92. Von Holst I. 421-58. Johnston's Politics 102-7.

- f. Tariff of 1828.
 - 1). Why called the "tariff of abominations?"
 - 2). Why called a "political job"?
 - 3). Calhoun's exposition.—Give the chief arguments. Compare with Calhoun's previous stand. Bismarck says consistency is a mark of littleness. Do you think so?
- 25. The election of 1828.
 - 1). Candidates and principles.
 - 2). Why called the "triumph of the people"?
 - 3). Explain this statement of the Pennsylvania people.—"If a link in the chain of secretary dynasties be not broken now, then may we be fettered by it forever."
 - 4). Explain "sovereignty of the people."

Channing 393-6. Epochs II. 257-8; III. 19-21; 48-9. McMaster 301-3. Schouler III. 420-6; 409-39; IV. 185. Am. Hist. Leaf. No. 30. Montgomery 305-7. Fiske 305-8. Thomas 199-200. Johnston 211-13. Johnston's Politics 107-8. Macdonald's Doc. 231, 234. (See indexes.)

- 26. Stage of development, 1830.
 - a. Significance of Jackson's election.
 - b. Population and area of United States.

- c. Influence of slavery.
- d. Transportation. Effect of good roads on civilization.
- e. Inventions.
- f. Education; religion; temperance.
- g. Development of parties.

Channing 399-413. Epochs II. 259-62; III. 2-16. Schouler IV. 112, 121-31; 265; III. 346. Thomas 209-16. Johnston 214-25. Gordy 272-3; 278-80. Fiske 314-7. Morse's Lincoln I. chs. 1-3. Bryant IV. 311-5. Higginson 398-422.

27. Period of critical change, 1829-1841.

- a. Jackson,—character; public experience; causes of his success.
- b. The "spoils system,"—nature of and reasons for.
- c. Make a list of things up to 1830 which had caused sectional divergence, and give reasons.
- d. The public land question.
 - 1). Foot's resolution,—its real significance.
 - 2). Why should the south and west unite?
 - 3). The Webster-Hayne debate.
 - a. Which had the best side historically? Which from other standpoints?
 - b. Why has this debate been called the formal opening of the Civil War?

Epochs III. 23-48. Channing 413-8. Schouler III. 451-61; 482-8. Am. Hist. Leaf. No. 30. Johnston's Orations I. 233-302. Rhodes I. 4. Montgomery 307-10. Fiske 308. Thomas 202-4. Johnston 225. Gordy 265-6; 269. Lodge's Webster ch. 8. Winsor VII. 281-90. Higginson 431-55. Bryant IV. 296-311, ch. 12. Schouler III. ch. XIII. sec. 1. Johnston's Politics 109-11.

- e. The tariff of 1832.
 - 1). Review previous tariffs.
 - 2). Why did not the south start manufactures?
 - 3). Why did the south object to the tariff of 1832?
 - 4). Does it make any difference to you to know that three-fourths of the agricultural ex-

ports and three-fifths of all the exports came from the south?

- 5). South Carolina's nullification.
 - a). Which is worse, nullification or secession? Why?
 - b). What would always be the necessary outcome of nullification?
 - c). Give the basis of Calhoun's doctrine and some of his arguments.
 - d). The method pursued by South Carolina.
 - e). Cause and effect of Jackson's re-election.
 - f). Jackson's proclamation and its execution. Suppose he had been governor of South Carolina?
 - g). The "Force Bill".
- 6). The compromise of 1832.
 - a). Terms.
 - b). Who came out ahead?
 - c). Suppose they had not compromised?
 - d). Did this settle the question?

Macdonald's Doc. 239-55; 268, 284. Epochs III. 49-68. Channing 418-23. Rhodes I. 43-53. Schouler III. 498; IV. 89, 102. Johnston's Orations IV. 202-37; III. 248-355; 448-505. McMaster 304-5. Burgess 170-89; 220-41. Greeley's Am. Conf. I. 81-8; 93-102. Andrews I. 351-4. Am. Hist. Leaf. No. 50 Montgomery 314-6. Fiske 308-12. Thomas 205-7. Johnston 229-31. Gordy 267-71. Sheldon 238-41. Schurz's Clay II. ch. 14. Johnston's Politics 114-22. Lalor's Cyclopaedia III. 861. Lodge's Webster chs. 6-7. Loring's Nullification. Sumner's Jackson chs. 10, 13.

f. Financial questions, 1829-1841.

- 1). The bank question.
 - a). Why was not the first bank re-chartered?
 - b). Second bank,—by whom, when, and why chartered?
 - c). Arguments for and against its constitutionality.
 - d). Reasons for Jackson's hostility. Explain his veto statement, June, 1832, that it was "an unnecessary, useless, expensive, un-American monopoly, always hostile to the interests of the people, and

- possibly dangerous to the government as well."
- e). Effect of the campaign of 1832.
 - f). Removal of the deposits.
 - g). Distribution of the surplus.
 - (1). What is a surplus?
 - (2). Effect,—“Pet Banks”; “Wild Cat Banks”.
 - (3). Note Jackson’s reply to the censure by the Senate.
 - 2). The “Specie Circular”, 1836.
 - 3). Cause and effect of Van Buren’s election.
 - 4). The panic of 1837.
 - 5). The “independent” or “sub-treasury” scheme.
 - g. Why is Jackson’s administration called a reign?
 - h. Why is VanBuren’s administration called an “appendix” to Jackson’s?
 - i. Reasons for the Democratic defeat in 1840.
 - 1). Why was the sub-treasury bill repealed?
 - 2). Effect of Harrison’s death. Why had they put Tyler in for vice-president?
 - j. Why was the treasury bill passed again under Polk in 1846?
 - 1). What system do we have now? Reason for the tariff change 1846.
 - k. Character of the Jacksonian period.

Epochs III. 69-101; 115; 133-9; 154. Channing 428-38; 451. McMaster 305-12. Schouler IV. 44; 132-70; 257; 276-90; 324-40; 372. Burgess 190-209; 278-88. Montgomery 319-329; 334-6; 355. Am. Hist. Leaf No. 24. Thomas 205; 219-23. Gordy 271-2; 275-8. Johnston 226; 233-5; 239. Fiske 312; 317-20. McMaster 307-12. 315-6. Schurz’s Clay I. ch. 13; II. chs. 15, 18. Schouler IV. ch. 13 & 3. ch. 14. Lalor’s Cyclopaedia I. 201. Sumner’s Jackson chs. 11, 13. Johnston’s Politics 123-30. Macdonald’s Doc. 238; 259-61; 274-84; 289-304; 306-333; 358.

- 1. General topics 1837-1842.
 - a. Foreign affairs
 - 1). Canadian rebellion 1837.
 - 2). Relations with the West Indies and France.

- 3). Webster-Ashburton treaty, 1842.
- 4). Treaty with China, 1844.
- b. Home matters.
 - 1). The Indians.
 - 2) Tariff of 1842. Note nature of.
 - 3). Dorr's rebellion,—real meaning.
 - 4). Anti-rent riots,—real meaning.
 - 5). The Mormons.

Epochs III. 36-8; 53-4; 100; 84-6; 140; 161. Gordy 282-3. Channing 427-8; 438-40. Fiske 320-1. Thomas 223-32. Montgomery 329-31; 336-8. Johnston 244-6; 240. McMaster 316-7. Macdonald's Doc. 335. See indexes.

28. Material development 1830-40. Compare with 1830. Compare North and South.
 - a. Transportation.
 - b. Inventions.
 - c. Manners and customs.
 - d. Corporations and labor organizations,—cause and effect.
 - e. Intellectual conditions.
 - f. Political conditions.
 - 1). Extension of the suffrage, —reasons for.
 - 2). Parties.

Epochs III. 102-14. Montgomery 316-8; 332-3. Thomas 229-30. Johnston 243-4; 247 9. Gordy 281-3. Eggleston 271-3. Sheldon 245-55. Morse's Lincoln I. chs. 1-3. Roosevelt's Benton chs. 1-3. Bryant IV. 311-15. Higginson's 398-422. Draper's Civil War I. 174-83.

29. Slavery 1830-1840.
 - a. Did the abolitionists discover the evil of slavery?
 - b. Study these extracts.
 - 1). J. Q. Adams, 1820, wrote, "Slavery is the great and foul stain upon the North American Union, and it is a contemplation worthy of the most exalted soul whether its total abolition is or is not practicable. * * If slavery be the destined sword in the hand of the destroying angel which is to sever

the ties of this Union, the same sword will cut in sunder the bonds of slavery itself." (From *Northwestern Monthly* VIII. No. 8).

- 2). Hayne, March, 1826, said, "The question of slavery is one, in all its bearings, of extreme delicacy. * * It must be considered and treated entirely as a domestic question. * * To dare to assail our institutions, is wantonly to invade our peace. Let me solemnly declare, once for all, that the southern states never will permit, and never can permit any interference whatever in their domestic concerns; and that the very day on which the unhallowed attempt shall be made by the authorities of the federal government, we will consider ourselves driven from the Union." (Ibid.)
 - 3). Reid (Georgia), 1819-21, "[Slavery] is a fixed evil which we can only alleviate. Are we called upon to emancipate our slaves? I answer their welfare—the safety of our citizens forbid it. [If you refuse] the humble, the decent, the reasonable prayer of Missouri, is there no danger that her resistance will rise in proportion to your oppression?"
 - 4). Whitman (Massachusetts): "Why may we not continue in this way, admitting [free and slave states in pairs]. (*Northwestern Monthly* VIII. No. 7.)
 - 5). Lee's *U. S. History* (Southern p. 289.) "Abolition newspapers and documents were published in the Northern States, filled with false representations of the wretched condition of the slaves and accounts of the cruelty of their masters."
- c. Effect of slave raising industry. Mr. Mercer of Virginia, 1829 said, "The tables of the natural growth of the slave population demonstrate, when compared with the [actual] increase of its numbers in the commonwealth for 20 years past, that the annual revenue of

not less than a million and a half dollars is derived from the exportation of a part of this population." (Ibid.)

- d. Economic and social effect of slavery. Geo. Mason of Virginia said, "Slavery discourages arts and manufactures. The poor despise labor when performed by slaves. They prevent the immigration of whites, * * they produce a pernicious effect on manners. Every master of slaves is born a petty tyrant. They bring the judgment of heaven on a country." (Epochs III. 120.)
- e. Effect of the Nat. Turner and other insurrections.
- f. Anti-slavery newspapers, pamphlets.
 - 1). Garrison and his methods.
 - 2). Laws against incendiary literature. Postmaster-General Amos Kendell said. "We owe an obligation to the laws, but a higher one to the communities in which we live, and if the former destroy the latter, it is patriotism to disregard them." (North-western Monthly VIII. 8.)
- g. Note the extension of Missouri on the Northwest, 1836 Was it legal?
- h. Northern and southern view of abolitionists.
- i. Slavery petitions.
 - 1). The gag laws. Why called a strategic blunder? Were they constitutional? Compare with the action in Washington's administration.
 - 2). John Quincy Adams.
 - a). His motives.
 - b). Was he an abolitionist? Your reasons.
 - 3). Why should Calhoun call the petitions "a foul slander on nearly one-half the states of the Union"?
 - 4). Why should Buchanan of Pennsylvania, say "Let it once be understood that the sacred right of petition and cause of the abolitionists must rise or fall together, and the consequence may be fatal."?

5). Calhoun said, "[Each race has improved under slavery. The petition agitation has opened the eyes of the south]. Many in the south once believed that it was a moral and political evil; that folly and delusion are gone; we see it now in its true light and regard it as the most safe and stable basis for free institutions in the world." (North-western Monthly).

- j. Name the leading abolitionists and give extracts from their remarks.
- k. Effect of English abolition, 1833.
- l. The churches and slavery.
- m. Legal status of slavery to 1840.

Epochs 117-132. Channing 423-7. Johnston's Orations II. 3. Schouler IV. 202-228; 296-302. Garrison's Liberator. Burgess 242-77. McMaster 312-5. Andrews II. 3-21; 48-56. Coffin's Bldg. Nat. 282-315. Montgomery 311-4. Am. Hist. Leaf. No. 10. Johnston 223, 236, 331, 338. Thomas 217-8; 223. Gordy 286-9. Fiske 322-5. Sheldon 242-4. Johnston's Politics 131-2; 149-56. Wilson's "Rise and Fall of Slave Power" II. ch. 27. Comte de Paris, Civil War I. 76-89. Draper's Civil War I. chs. 16, 17, 25. Jefferson Davis, Confederate Government I. ch. 1. Rhodes I. ch. 4; p. 33-75. Greeley's Am. Conf. I. chs. 9-11, 13. Bryant IV. ch. 13. Goldwin Smith's U. S. 221-33. Schurz's Clay II. chs. 17, 21. Von Holst II. 120-46. Macdonald's Doc. 304, 333.

READING.—Lowell, "Ode to William Lloyd Garrison." Whittier, "Voices of Freedom."

30. Expansion of slave area.

- a. Reasons why more territory was wanted and possible ways of getting it.
- b. Annexation of Texas.
 - 1). Relations between Mexico and Texas.
 - 2). Reasons for and against annexation.
 - a). Clay 1820,—“We want Florida * * or more correctly, we want nobody else to have it. * * It must certainly come to us * * [it] cannot escape. Texas may. [Value of Florida chiefly military]. In our hands it [Texas] will be peopled by freemen, * * carrying with them our

language, our laws and our liberties. In the hands of others it may become the habitation of despotism * * ." (Annals Cong. XXXVI. 1728.)

- b). Clay, 1836, objected to the recognition of Texas till we knew that she had a working government. (Niles Reg. L. 315). Compare with Hawaii and Cuba.
 - c). Clay, 1843, said that British seizure of Texas would be less generally opposed by the world than United States annexation because the motive assigned the United States "with too much justice would be that of propagating, instead of terminating slavery."
 - d). Clay, 1847, said he had opposed annexation because the United States would be looked upon "as actuated by a spirit of rapacity and an inordinate desire for territorial aggrandizement." Explain.
 - e). Massachusetts legislature, 1844-5, resolved "That the project of annexation of Texas, unless arrested on the threshold, may drive these states into a dissolution of the Union." "As the powers of legislature granted in the Constitution of the United States to Congress do not embrace the case of the admission of a foreign state, or foreign territory, by legislation, into the Union, such an act of admission would have no binding force whatever on the people of Massachusetts. (Quoted in Northwestern Monthly VIII. 6.)
 - f). What was meant by re-occupation?
- 3). Effect on the campaign of 1844.
- a). Object and meaning of the cry "54° 40' or fight." Review our claims to Oregon and account for the final outcome.
- 4). Method of annexation. Reason for this.
- a). Clay recognized Mexico's shortcomings, but denounced the President's un-

reasonable demands and his want of dignity and temper in the unseemly haste with which he broke off negotiations with that country. (Globe VI. 299). Significance of this.

c. The Mexican war.

1). Steps taken by Polk.

2). Causes,—real and alleged.

a). Explain the boundary dispute. In 1850, Clay urged the contraction of Texas because of the incongruity, both in people and soil between that district and New Mexico. Did they think of this in 1844? Why?

b). Can you justify Polk's message,—“War exists, notwithstanding all our efforts to avoid it, by the act of Mexico herself. Mexico has passed the boundary of the United States, has invaded our territory, and shed American blood on American soil.”

c). Lincoln's “spot resolutions”,—meaning of?

d). Mexico's view,—“The * * ambition of the United States, favored by our weakness caused it.”

3). Prove that our government was determined to have more than Texas.

4). Object and result of the chief war campaigns.

5). Terms of the treaty.

6). What section of the United States sent most troops? Why?

d. The Wilmot Proviso. Why was it “at once a symptom and cause of profound political change?”

e. Note secession sentiments 1840-50.

f. Presidential campaign, 1848. Free soil party.

Macdonald's Doc. 343, 365. Epochs III. 133-60. Channing 443-55. Montgomery 293, 339-56. McMaster 320-35. Schouler IV. 247, 302. Burgess 289-339. Coffin's Bldg. Nat. 291-350. Greeley I. 147-90. Andrews II. 21-9. Sheldon 256-75. Thomas 232-43. Fiske 325-8. Gordy 285-6; 290-3. Johnston's Politics 145-55. Winsor VII. 510, 550-61. Bryant IV, 77-90; 364-85.

Rhodes I. 75-87. Draper's Civil War I. ch. 22. Blaine, Twenty Years I. chs. 2, 4. Schurz's Clay II. chs. 24, 25. Wilson's Slave Power I. chs. 42, 45; II. chs. 2, 3.

31. Slavery in the territories.

- a. Note the effect of political and economic changes.
 - 1). Dorr's Rebellion.
 - 3). Anti-rent riots.
 - 3). Inventions and improvements.
 - 4). Discovery of gold.
- b. Cause and effect of immigration.
- c. Compare the legal status of slavery in the Mexican cession with that in Texas or the Louisiana purchase.
- d. What did Clay mean by saying slavery was excluded by nature?
- e. Position of Calhoun, Seward, Chase, and Webster on slavery in the territories.
- f. Taylor's policy.

Epochs III. 161-8. Channing 455-9. Montgomery 355-62. Schouler V. 142. Burgess 340-64. Coffin Bldg. Nat. 353-62. Johnston's Politics 157-60. Gordy 294-7. McMaster 334-8. Sheldon 276-80. Johnston 261-2; 265. Fiske 328-9. Rhodes I. 111-20. Greeley's Am. Conf. I. ch. 14. Blaine's Twenty Years I. ch. 4. Lalor's Cyclopaedia III. 1114-8. Von Holst III. chs. 11-14. Schurz's Clay II. ch. 25. Schouler V. ch. 18 sec. 3. Thomas 244-8.

READING.--Whittier, "Angels of Buena Vista." Eggleston, "The Circuit Rider." Hale's "Stories of Invention." Washington Irving's "Astoria." Century Magazine. Nov., Dec., 1890. on California life. Discovery of Gold in California. Lib. Am. Lit. V. 464.

- g. The compromise of 1850.
 - 1). Questions to be settled.
 - 2). Study these extracts and give reasons for the different opinions.
 - a). Seward, (New York,) March 11,—[The question is,] "Whether the Union shall stand, and slavery under the steady, peaceful action of moral, social, and political cause, be removed by gradual

voluntary effort and with compensation, or whether the Union shall be dissolved and civil war ensue, bringing on violent but complete emancipation". (North-western Monthly VIII, 8.)

- b). Rhett (South Carolina).—[The United States] "are tenants in common, or joint proprietors and co-sovereigns over them [the territories]. * * [The citizen] is not responsible to any of the co-sovereigns for the nature of his property."
- c.) Webster (Massachusetts).—"We certainly do not prevent them [southern men] from going into these territories with what is in general law called property. But these states have by their local laws created a property in persons and they can not carry their local laws with them." (Ibid.)
- d.). Clay (Kentucky).—"What more do you want? You have got what is worth more than a thousand Wilmot provisos. You have nature on your side—fact upon your side—and this truth staring you in the face, that there is no slavery in these territories". Globe App. XXII, Pt. 1, p 116.
- e). Clay (Kentucky).—"All that you can get * * is action north of that line and non-action as regards slavery south of that line."
- f). Davis (Mississippi).—"Is a measure in which we of the minority are to receive nothing a measure of compromise? * * Never will I take less than the Missouri compromise line extended to the Pacific Ocean, with the * * right to hold slaves in the territory below that line". (Globe XXI.) Why did Clay reply that nothing could induce him to vote for this?
- g). Clay.—"What, sir, is there nothing done for the south when there is a total absence of all congressional action on

this delicate subject of slavery'' [and the field left open when they shall become states?] (Globe App. XXII, Pt. 1, p. 613.) Why did Clay call it a mere sentiment with the north?

- h). Webster (Massachusetts),—"What right have they [the North] * * to embarrass the free exercise of the rights secured by the Constitution to the persons whose slaves escape from them? None at all". (Quoted in Sheldon, p 292.)
- i. Seward (New York),—"I deny that the Constitution recognizes property in man. * * But there is a higher law than the Constitution". (Ibid.)
- j). A. H. Stephens (Georgia), in a letter to his brother,—"When I look at the causes of the present discontent, I am persuaded there will never again be harmony between the two great sections of the Union. * * If I were now in the Legislature, I should introduce bills [providing for] the militia, * * a military school, * * volunteer companies, * * arsenals, an army, and an establishment for making gunpowder. In these lies our defense [against the aggressions of the north]." (Northwestern Monthly VIII, 8.)
- k). Clay,—"[Suppose the Union dissolved,] will you be able to push slavery in the territories? The North would be in possession of the army and navy. Would it restore it in the District of Columbia? Would you get more fugitives"? (Globe App. XXII.)
- l). Clay's final speech before the vote,—"We have no Africans or Abolitionists in our numbers—no dis-unionists or Free-soilers, no Jews or Gentiles". (Globe App. XXII. Pt. 2, p. 1898.)
- m). Clay said,—"[If we go home without doing anything] * * will not the mon-

archs of the Old World pronounce our glorious Republic a disgraceful failure? * * if defeated, it will be a triumph of ultraism and impracticability, * * a victory won by abolitionism * * [and] Free-soilism; the victory of discord and agitation over peace and tranquility, [while its acceptance would be] the re-union of the Union". (Ibid.) Explain.

- n). Explain the Senate vote: Utah, July 12, majority of 18; Texas, August 9, 30 to 20; California, August 13, 34 to 18; New Mexico, August 15, 27 to 10; Fugitives, August 23, 27 to 12; Slave trade, September 16. 33 to 19.
- o). Hale of New Hampshire,—“Let me tell you there is no peace to those who think they have successfully dug the grave in which the hopes, the rights, and the interests of freedom have been buried. (Ibid.)
- 3). Which side got the better of it? Your reasons.
- 4). What does it signify that only four or five men voted for all the measures?
- 5). Results.
 - a). Would it have been better not to compromise? Your reasons.
 - b). The under-ground railroad.
 - c). Personal liberty bills,—had they been passed before? What principle do they represent or violate?
 - d). Real meaning of the fugitive slave law. Was it a good thing for the South?
 - e). Note the change in the basis of the southern position and account for it.
 - f). Why could a writ of habeas corpus “be denied a fugitive slave and not his rescuer?
 - g). Cause and effect of “Uncle Tom’s Cabin”.

Epochs III. 161-78; 181. Channing 455-64. Montgomery 343-5; 362-9. Schouler V. chs. 19, 20. Rhodes I. 104-229. Schurz’s Clay II. ch. 26. Coffin’s Bldg. Nation 387-424. Greeley 198-

210. Andrews II. 30-7. Burgess 366-75. Gordy 297-300. Sheldon 291-9. McMaster 339-43. Lodge's Webster 264-332. Wilson's Slave Power ch. 26. Thomas 249-56. Fiske 337-40. Johnston 266-7. Johnston's Politics 158-63. Johnston's Oration's II. 123-219. Blaine's Twenty Years I. ch. 5. Bryant IV. ch. 15. Draper I. ch. 23. Von Holst III. chs. 15, 16; IV. ch. I. Lodge's Webster ch. 9. A. H. Stephens II. Colloq. 15, 16. Lives of Clay, Webster, Calhoun, Davis, Chase, etc. Macdonald's Doc. 378-90.

READING.—Whittier's "Ichabod"; "The Lost Occasion"; "Song of Slaves in the Desert"; Rendition of "Anthony Burns"; etc. Longfellow's "Slave's Dream"; "The Witnesses"; "The Quadroon Girl"; etc. Lowell's "The Present Crisis"; "The Bigelow Papers"; The Capture of Fugitives near Waseington. Stowe's "Uncle Tom's Cabin"; "Dred". Harris's "Uncle Remus".

32. The campaign of 1852.

- a. Why did the two great political parties pledge themselves to resist the discussion of slavery "whenever, however and wherever made?"
- b. Platforms of the Free Soil and the American parties.
- c. Effect of the deaths of Calhoun, Clay and Webster.

33. The Kansas-Nebraska Act.

- a. Necessity for a bill.
- b. Its author and his motives.
- c. Its provisions,—reasons for agitating the slavery question here.
- d. Was it constitutional? Expedient?
- e. Why did Sumner rejoice over the act?
- f. Why did the independent democrats call it "a gross violation of a sacred pledge", and "a plot to exclude immigration from the Old World"?
- g. The cause and meaning of Brook's assault on Sumner.
- h. What was the weak point in the bill?
- i. The struggle for Kansas.
 - 1). Advantages of each side.
 - 2). "Collections were taken up in the churches [northern] to buy rifles, which were termed 'Kansas Bibles'." Why?
 - 3). What was the objection to the LeCompton constitution?

j. Results.

- 1). Compare with previous acts.
- 2). Effect on political parties.

Epochs III. 178-88; 199-200. Channing 464-71. Sheldon 299-304; Macdonald's Doc. 395-416; 435. Am. Hist. Leaf. No. 17. Johnston's Orations III. 3-87. McMaster 346-54; 357-8. Andrews II. 38-47. Thomas 253, 256, 260-3. Montgomery 369-80. Fiske 340-4. Gordy 303-6. Johnston 274-7. Burgess 376-448; 460-74. Rhodes I. 278; 424. Schouler V. 240. Greeley I. 224-51. Coffin Bldg. Nat. 407-17. Draper I. ch. 24. Bryant IV. 405-9. ch. 16. Blaine, Twenty Years I. ch. 6. Davis, Confed. Govt. I. 26-9. Stephens II. 240-57. Wilson's Slave Power II. chs. 30, 35. Johnston's Politics 163-78.

READING.—Whittier's "Kansas Emigrants."

34. Territorial aggrandizement.
 - a. Gadsden purchase, 1853.
 - b. Ostend manifesto, 1854. In view of the Spanish war, 1898, would it have been better to have taken Cuba in 1854?
 - c. Buchanan's views, 1859.
35. Campaign of 1856. How would you have voted? Why?
36. Dred Scott decision, 1857.
 - a. Basis on which Scott claimed his freedom.
 - b. Questions discussed by the Supreme court.
 - c. Could slavery now be taken into the states? Why?
 - d. Real significance.
37. Lincoln and Douglas debates.
 - a. Time and purpose.
 - b. Principal arguments.
 - c. Results.

Macdonald's Doc. 390, 405, 416. Am. Hist. Leaf. Nos. 2, 23. Epochs III. 188-202. Channing 471-6. Andrews I. 264-78. II. 63-4. Thomas 257-60; 264-5. McMaster 354-6; 358. Fiske 344-9. Gordy 301-2; 310-2. Montgomery 380-5; 389. Johnston 273, 278, 286-8. Greeley I. chs. 18-20. Bryant IV. 424-32. Von Holst VI. ch. 1. Wilson's Slave Power II. ch. 39. Johnston's Politics 179-86.

38. John Brown raid.
 - a. Motives and results.

- b. Compare northern and southern opinions.
 - 1). "You would suppose that this outrage upon one state would be severely blamed by all the others [but the abolitionists compared Brown] to the savior dying for his people, while Governor Wise of Virginia was likened to Pontius Pilate for allowing law and right to be vindicated." (Lee's U. S. History [southern] 1895.)
 - 2). A South Carolinian writing to Brown's son said, "It is impossible not to feel respect for men who offer up their lives in support of their convictions." (Sheldon 304.)
 - 3). Phillips,— "Actually twenty-two men have been found ready to die for an idea. God be thanked for John Brown." (Ibid.)
 39. Effect of Helper's "Impending Crisis".
 - a. Who was Helper? His object?
 - b. Lee's (southern) history says: "Could fifteen sovereign, independent states be expected quietly to submit to the tyranny and subjugation fore-shadowed in this publication! And yet the leaders of the North, Messrs. Seward, Chase, Greeley, Colfax and their coadjutors endorsed Helper's book." Written in 1895,—significance.
 - c. Rhodes says if the poor whites could have read, slavery would have been doomed. Why?
- ⁵ Channing 476-8. Lee 336. Epochs 202-4. McMaster 359. Andrews III. 61-2. Burgess 449-59. Greeley's Am. Conf. I. 279-99. Coffin. Bldg. Nat. 460-7. Shouler V. 410. Rhodes II. 314. Thomas 268. Sheldon 304-8. Fiske 349. Gordy 312-3. Johnston 289. Johnston's Politics 87. Montgomery 390-1. Von Holst VI. ch. 1. Wilson's Slave Power II. chs. 39, 45, 46.

READING.—Whittier's "John Brown of Ossawatomie."

40. Condition of the country in 1860.
 - a. Population and its distribution.
 - b. Immigration and its results.
 - c. Inventions and improvements.
 - d. Transportation and improvements.

- e. Compare the North and South.
 - 1). Condition of the working men.
 - 2). Cities.
 - 3). Industries.
 - 4). Mental activity.
 - 5). Importance of the fact that in 1860 there were four million slaves and one-half million free negroes.
- f. Finances.
 - 1). Review policy since 1840,—tariffs of 1842, 1846, 1857.
 - 2). Stringency of 1857.

Channing 481-93. McMaster 365-77. Andrews II. 66-74. Coffin, Bldg. Nat. 468-75. Greeley's Am. Conf. I. 21. Thomas 266-7. Sneldon 308-14. Gordy 306-10. Johnston 268-9; 271-2; 280-5. Montgomery 385-8. Ropes, Civil War, I. chs. 7, 8. Blaine's Twenty Years I. ch. 14. Jefferson Davis, Confed. Gov't. I. Pt. 4, 301-11; 471-83. A.H. Stephens, War between the States I. 446, 646. II. 396. Draper's Civil War I. chs. 26, 29; II. chs. 39, 41-5; III. ch. 95.

READING:—"My Maryland," Lib. Am. Lit. IX. 506. Longfellow, "The Cumberland". "Siege of Vicksburg" (a woman's diary) Centary, September, 1885. Holmes' "Union and Liberty"; "Tramp, Tramp, Tramp"; "Rally Round the Flag". "Sheridan's Ride" by Read. Bryant's "Death of Slavery". Lowell's "Abraham Lincoln"; Commoration Ode. "Red, White and Blue". "America". Longfellow's "Building of the Ship."

g. Study these extracts.

- 1). Charleston Evening News,—before 1860,—
 "They threaten us with a great Northern party, and a general war upon the South. If they were not mere hucksters in politics—with only this peculiarity, that every man offers himself, instead of some other commodity, for sale—we should surmise that they might do what they threaten, and thus bring out the real triumph of the South, by making a dissolution of the Union necessary."
- 2). On the other hand it was said,—“ * * there need be small fear of her secession from the North, which has so long stood between her

and ruin. The irritability of our Southern friends is evidence of conscious weakness, and while that irritability shall continue, the danger of dissolution will continue to be far distant. * * The only real disunionists of the country, north of Mason and Dixon's line, are the political doughfaces, like Pierce, Douglas, and Richardson, and the commercial doughfaces * * who sell themselves to the South for those objects on which Southern madmen now are bent." (Quoted North-western Monthly VIII, 8.)

- 3). From an address before the Academy of Science at New Orleans,—“The institution of slavery operates by contrast and comparison; it elevates the tone of the superior, adds to its refinement, allows more time to cultivate the mind, exalts the standard in morals, manners, and intellectual endowments, operates as a safety valve for the evil disposed, leaving the upper race power, while it preserves from degradation, in the scale of civilization, the inferior, which we see is their uniform destiny, when left to themselves. [Keeps the lowest class—the offensive fungus under control]. * * [History furnishes no institution] where so much good actually results.” (Quoted in North-western Monthly VIII, 8.)
- 4). Lincoln, February, 1860,—“What will satisfy them [the South]? Simply this: We must not only let them alone, but we must somehow convince them that we do let them alone. * * What will convince them? This, and this only: Cease to call slavery wrong, and join them in calling it right. * * Thinking it right, as they do, they are not to blame for desiring its full recognition as being right; but thinking it wrong, as we do, can we yield to them?” (Ibid.)
- 5). The Wisconsin legislature in 1859, because the Supreme Court of the United States had

reversed a state decision on a habeas corpus case, resolved, "That this assumption * * is an act of undelegated power, and therefore without authority, void, and of no force * * that each [state] has an equal right to judge for itself. * * That the principle that the general government is the exclusive judge of the extent of the powers delegated to it, stop nothing short of despotism." (Ibid.) What does this remind you of? What do you think of it?

41. Campaign of 1860.

- a. Parties and platforms.
- b. Account for the split in the Democratic party.
- c. Why was Lincoln nominated?
- d. How would you have voted? Why? Suppose you had lived in Georgia?
- e. Account for the result. Compare the electoral with the popular vote.

42. Secession.

- a. Why did the South secede on the election of Lincoln? Could Lincoln or Congress have touched slavery? Your reasons.
- b. Explain the process of secession in South Carolina. (See Am. Hist., Leaf. No. 12.)
 - 1). Review previous threats and their effect.
 - 2). Suppose South Carolina had chosen her presidential electors by popular vote?
 - 3). Suppose Jackson or Taylor had been president?
 - 4). Buchanan's attitude. (See Message December 3, 1860.)
 - 5). If only one voter in seven in the South was a slave owner, how do you account for secession to preserve slavery?
- c. Object of the South in seceding,—real and alleged. See opinion of A. H. Stephens, Davis, Lee, Greeley, etc., on legality and advisability.
- d. Why did the South go so far?
 - 1). Compare with Napoleon, Haman in Queen Esther, Shylock, etc.
 - 2). According to a strict construction view, did

they demand more than the constitution allowed? Your reasons.

3). What else could they have done?

e. Efforts to compromise.

1). Corwin (Ohio) Republican, 1861, proposed this amendment, passed by the House, 133 to 65; senate, 24 to 12,—“No amendment shall be made to the Constitution which shall authorize or give to Congress the power to abolish or interfere [with slavery within any state].” Compare with the 13th. amendment and account for the difference.

f. VonHolst says,—“The Union was not broken up because sectional parties were formed, but sectional parties were formed because the Union had actually become sectionalized.” Explain.

g. What would have been the possible results of successful secession? Why?

h. Account for the apathy of the North and the activity of the South.

1). At Pittsburg, February, 1861, Lincoln said, —“ * * there is no crisis but an artificial one * * such as may be gotten up at any time by turbulent men aided by designing politicians. * * If the great American people only keep their temper on both sides of the line, the troubles will come to an end.” (From *Northwestern Monthly* VIII, 9.) Compare this with his “house-divided-against-itself” speech, 1858.”

i. Attitude of the border states.

j. Organization of the Confederate government.

1). Reason for and effect of.

2). Compare with the constitution of 1787.

k. Work of the war governors.

l. What blunders did the South make?

Northwestern Monthly VIII, 9. *Am. Hist. Studies* No. 9. *Preston's Doc.* 304-13. *Macdonald's Doc.* 438-46. *Am. Hist. Leaf* No. 12. *Sheldon* 314-25. *Johnston's Orations* III. 275-93; 211; IV. 39-50. *Channing* 493-504. *Epochs* III. 204-16; 240-4; 249-50. *Andrews* II. 75-94. *Schouler* V. 454-504. *Rhodes*

II. 440-56; III. 115-96. Greeley I. 328-417. Thomas 268-74. Montgomery 391-9. McMaster 360-3; 378-82. Gordy 316-9. Johnston 289-95. Johnston's Politics 189-96. Bryant IV. 482-4. Comte de Paris I. 107-32. A. H. Stephenes I. Colloq. II: 12; II. 18-21. Wilson's Slave Power II. Chs. 43-4; 47-55; III. ch. 9. Draper I. ch. 30-3. Blaine's Twenty Years I. chs. 8-11; 13. Ropes I. chs. 2-4. Davis's Confed. Gov't. I. 57-85; 190-226. Lowell's Political Essays 45-74; 118-52. Lives of Lincoln. Douglas, Bell, Chase, Seward. etc.

43. Lincoln's character and purpose. (See inaugural, —Am. Hist. Leaf. No. 18; Old S. Leaf. No. 11.)

44. Fort Sumter.

a. Reasons for the trouble and results of.

b. Study this extract. Wendell Phillips, April 9, 1861, said,—“[The southern states] think that their peculiar institutions require that they should have a separate government. They have a right to decide that question without appealing to you or me. * * Abraham Lincoln has no right to a soldier in Fort Sumter.”

c. Why did Lincoln after getting the spoken opinion of his cabinet March, 15, concerning the provisioning of Fort Sumter ask on March 29 for their opinion in writing?

1). Study these replies: Chase (Ohio) first said, —“ * * If the attempt will so influence civil war as to involve an immediate necessity for the enlistment of armies and the expenditure of millions, I cannot advise it in the existing circumstances of the country and in the present condition of the national finances.” After March 29 he wrote,—“ * * I am clearly in favor of maintaining Fort Pickens, and just as clearly in favor of provisioning Fort Sumter.”

Seward (New York) said that if it could be done peacefully of course it ought to be done. But “the attempt must be made with * * the military and marine force, which would provoke combat. and probably initiate civil war,” in rescue of an untenable position. to which he was opposed.

Mr. Smith wrote,—“Believing that Fort Sumter can not be successfully defended, I regard its evacuation as a necessity.”

Mr. Blair (Maryland) felt that it could and should be relieved. “South Carolina is the head and front of this rebellion, and when that state is safely delivered from the authority of the United States it will strike a blow against our authority from which it will take years of bloody strife to recover * * .” (Quoted in *Northwestern Monthly* VIII, 9.)

- 2). What would you have done, under these circumstances, if you had been Lincoln? Why?
- d. Lincoln's proclamation, April 15, 1861.
 - 1). Read it.
 - 2). Reason and authority for.
 - 3). Response to.
 - 4). Compare with the Southern proclamation.
- e. Why did Virginia secede?
 - 1). Suppose she had not?
 - 2). What states followed her?
 - 3). Suppose Lee had stood by the Union? Why did he not?

Channing 503-12. Epochs III. 216-8. Sheldon 326-30. Rhodes II. 308; III. 357. Am. Hist. Leaf. Nos. 18, 26. Old S. Leaf. No. 11. Johnston's Orations III. 16-31. Andrews II. 95-104. McMaster 381-6. Montgomery 401-6. McMaster 386-7. Thomas 277-8. Gordy 322-4. Johnston 295-6. Fiske 356-7. Greeley's Am. Conf. I. chs. 26-30. Schouler V. 497-511. Lowell's Political Essays 75-91. R. Johnson's Civil War chs. 3, 5. Bryant IV. 444-50. Goldwin Smith's U. S. 233-53. Ropes, Civil War I. chs. 5, 6. Blaine's Twenty Years, I. chs. 13, 14. Wilson's Slave Power, III. chs. 10-16. Jefferson Davis, Confed. Gov't. I 263-300, 319-29. A. H. Stephens, War between the States II. Colloqs. 18, 20. Biographies of northern and southern statesmen.

45. Sum up the causes of the Civil War.

46. The war.

- a. Compare the North and South as to
 - 1). Military strength.
 - 2). Resources and finances.
 - 3). Generals, etc. Lee's (southern) history

says,—“In two respects the South was equal to the United States—the ability and character of her officers and the almost universal devotion of her people.” Prove or disprove this and the following,—“The contagion of a generous patriotism seized the whole people from the Potomac to the Rio Grande, and the lowly and the well-born, old men and beardless boys, were eager to defend their country. The women * * with tears on their faces, but unfaltering courage in their hearts, prepared their loved ones to join the army.” (Lee p. 363.) “* * maintaining their trust in God and the righteousness of their cause, when their best beloved were languishing in prison, or dead upon the battle field.” (Ibid. p. 420)

- b. Where was the first fighting? Why?
- c. The blockade,—object, progress, and effect.
 - 1). Did cotton prove to be king? Your reasons.
 - 2). Why did insurance rates rise 900 per cent by 1864? Why was salt \$7.50 per ton in the Bahamas and \$17.00 in Richmond?
- d. Character of the war.
 - 1). Plan of each side,—offensive or defensive. Which is better? Why?
 - 2). Topography of the country.
 - 3). Where was the principal theatre of the war? Why? Study the topography of this region and see if it explains the campaigns.

Channing 513-24. Epochs III. 218-21; 229; 232-3; 239-40; 244-50. Dodge's View 116-21; 322-4; ch. VIII. Greeley's Am. Conf. I. 505-16. Montgomery 406-9. McMaster 382-3. Thomas 279-82. Gordy 320-2. Johnston 297-303. Fiske 352-4. Bryant IV. ch. 17. Blaine, Twenty Years I. chs. 15-17. Goldwin Smith's U. S. 241-94. Larned V. 3420.

- e. Bull Run.
 - 1). Reasons for and lessons from.
- b. The Union plan for the war. Trace each part as you proceed.
- g. The Trent affair.

1). Results.

a). Lee's (southern) history says,—“For this affront to the British flag and violation of an international law, Captain Wilkes was feted and toasted and received public thanks and a gold medal from the House of Representatives.” Your opinion of this.

b.) Lincoln said,—“We must stick to American principles.” Explain.

c). Why did England send troops to Canada?

2. What are belligerent rights? Compare with a recognition of independence. Who makes international law?

3). England's attitude toward the “new nation,” as Gladstone called it.

h. The war in the West.

1). Study the topography of the country.

2). Object and progress of the campaign.

3). Importance of the Memphis and Charleston Railroad to each side.

4). Capture of New Orleans, April 18-29, 1862.

a. Purpose. Why did Lincoln consider the Mississippi “the backbone of the rebellion”?

5). What is the situation in the west after one year's fighting?

i. The Merrimac and the Monitor.

1). History of.

2). Suppose the Monitor had been beaten?

3). Your opinion of the importance of the affair.

Channing 524-33. Epochs III. 221-4. Sheldon 331-9. Montgomery 410-21. Dodge's View chs. 4, 6, 10. Johnston's Orations III. 65-81. Rhodes III. 594. Andrews II. 105-29. McMaster 387-92, 410-18. Sheldon 331-9. Thomas 282-90. Fiske 358-64. Gordy 324-36. Johnston 324-16. Dodge, “Bird's Eye View.” Rossiter Johnson. “War of Secession”. Ropes, Civil War. Comte de Paris, Civil War. Greeley. Life of Lincoln, Draper's Civil War. Jefferson Davis, Confed. Gov't. Lossing's “Field Book”. Coffin's “Boys of '61”.

j. War in the east.

1). Peninsular campaign, March to August.

- a). Purpose.
- b). Why a failure?
- 2). Second battle of Bull Run.
- 3). Antietam and Fredericksburg.
 - a). Object and results.
- k. Possible lines of attack for the North.
 - 1). Finish the Mississippi.
 - 2). Take eastern Tennessee.
 - 3). Which was the more important? Why?
 - Reasons for Bragg's invasion.

Channing 533-7. Epochs III. 224-6. Montgomery 421-6; 431. Dodge's View chs. 11-15. Andrews II. 144-57. McMaster 392-4. Thomas 290-93. Fiske 365-70. Gordy 336-42. Johnston 317-23. (See references above.)

- 1. Lincoln's slavery policy.
 - 1). In his inaugural.
 - 2). His treatment of the proclamation of Hunter and Fremont.
 - 3). Slaves contraband,—when and why?
 - 4). Early in 1862 Congress passed this resolution proposed by Lincoln,—“Resolved, That the United States ought to co-operate with any state which may adopt gradual abolishment of slavery, giving to each state pecuniary aid * * * (Northwestern Monthly VIII. 9.)
 - 5). May, 1862, District of Columbia act.
 - 6). June, 1862, territorial act.
 - 7). July, 1862, authorized seizure of slaves in the seceded states.
 - 8). Emancipation Proclamation.
 - a). Why not issued sooner?
 - b). By what authority?
 - c). Just what did it do?
 - d). How did the negroes hear of it and what did they think it meant?
 - e). Suppose the South had won?
 - f). Political, economic, and military results.
 - 9). December, 1862, Lincoln proposed these amendments:—

- a). States abolishing slavery before January 1, 1900, shall receive compensation, because it is a property loss and the South are no more responsible for its introduction than the North; "and when it is remembered how unhesitatingly we all use cotton and sugar and share the profits of dealing in them, it may not be quite safe to say that the South has been more responsible than the North for its continuance. If, then, for a common object this property is to be sacrificed, is it not just that it be done at a common charge?"
- b. Slaves having enjoyed freedom by the changes of war shall be free. Disloyal owners shall not be compensated.
- c. Congress may appropriate money for colonizing free colored persons.
10. Note action of the states.
 - 1). Why should the 13th. amendment fail to pass Congress in the summer of 1864 and succeed January, 1865? When was it ratified by the States?
- 12). Was it better to be free in Africa or slave in America? Why?

Channing 537-540. Old S. Leaf. No. 11. Am. Hist. Leaf. No. 26. Northwestern monthly VIII. 9. Sheldon 340-2. Epochs III. 226-7. Montgomery 426-31. Andrews II. 190-9. Fiske 371. McMaster 394-6. Sheldon 340-3. Thomas 293-6. Gordy 348-51. Johnston 323. Greeley's Am. Conf. chs. 11-12: 22. Draper II. Ch. 44. Blaine's Twenty Years I. chs. 20-21. R. Johnson, Short History, ch. 13. Lalor, Cyclopaedia II. 76-8; 280. Wilson's Slave Power, III. chs. 17-41. Comte de Paris, Civil War II. 76-47. Biographies, Lincoln, Chase, Sumner, Ben. Wade, Thaddeus Stevens, Garrison, Seward. Preston's Doc. 313.

- m. Capture of Vicksburg.
 - 1). Necessity for.
 - 2). Difficulties.
 - 3). Results.
- n. Chancellorsville.

- 1). Effect on Lee's movements.
- o. Gettysburg.
 - 1). Reasons for Lee's invasion.
 - 2). Result.
 - 3). Should Gettysburg and Vicksburg have ended the war? Why did they not end it?
 - 4). Wellington said "a great victory is the saddest thing in the world, except a great defeat." Explain,
- p. Attitude of the North toward the war with reasons for it,—draft riots, etc.
- q. Chickamauga and Chattanooga.
 - 1). Object and results.
- r. What had been accomplished after two years of fighting?

Montgomery 433-44. Epochs III. 227-32. Sheldon 343-9. Channing 540-6. Dodge's View 93-189. Johnstons Orations III. 82-92. McMaster 396-9. Thomas 297 302. Johnston 325-39. Gordy 343-9; 341-4. Fiske 372-8. (See references above.)

- s. When and why was Grant made lieutenant general? Why was it not done sooner? Suppose it had been?
- t. The last year of the war.
 - 1). Plan of campaign.
 - 2). Reasons for and results of the Atlanta campaign.
 - 3). Work of Thomas.
 - 4). Object and result of the "march to the sea."
 - 5). Grant and Lee.
 - a). Purpose of each.
 - b). Compare them as to generalship, resources, etc.
 - c). Sheridan's raid, September, 1864.
 - (1). Reasons for and results of.
 - 6). Great Britain and the Confederate cruisers. Kearsarge vs. the Alabama.
 - a). When England built ships for the south why did Mr. Adams say to her Foreign Secretary, "It would be superfluous in me to point out to your lordship that this

is war." What did England do about it then and later?

- b). Work of privateers? Is it legitimate?
- 7). Capture of Mobile. When? How? Why?
- 8). Presidential campaign, 1864.
 - a). Candidates and platforms.
 - b). Why were there two parties in the north?
 - c). Why did the army vote?
- 9). Why did Sherman go north from Savannah?
- 10). Fall of Richmond.
 - a). Why did this end the war?
- 11). The surrender.
 - a). Terms.—Could Grant have offered less? Your reasons.
 - b). The dispersion of the two armies.—Compare the two home goings.

Sheldon 354-61; 368-70. Channing 547-53. Epochs III. 233-8. Montgomery 444-61. Thomas 311-26. Dodge's View 223-319. McMaster 399-407. Johnston 339-56. Gordy 355-67. Fiske 378-84. (See references above.)

47. In general.

- a. Assassination of Lincoln.
 - 1). Cause and effect. Why considered so disastrous?
 - 2). Why was Lincoln great? If he had lived would we feel the same toward him? Your reasons.
 - 3). Read his Gettysburg speech and his second inaugural.
 - 4). Compare Lincoln and Washington. Which is most truly American in type?
- b. Prisons and prisoners.
- c. Sanitary and christian commission.
- d. Why was the civil war fought? Was it a rebellion? Your reasons. Why was the north successful?
- e. What became of Jefferson Davis? Should he have been hung? Why?
- f. General results,—political, social, economic.
- g. Cost of the war,—in men and money.

- 1). Review finances during the war.
 - a). How can Congress raise money?
 - b). Reasons for adopting a national banking system.
- 2). Consider the interest and pensions.
- 4). Do you think it paid? Reasons. Compare with compensated emancipation.

Sheldon 348-53; 362-7. Channing 553-4; 515-19. Epochs III. 232; 238; 247-52. Montgomery 408, 411; 461-4. Andrews II. 166-90. Dodge's View ch. 61. Am. Hist. Leaf. No. 26. McMaster 419-26. Thomas 296; 303-9; 326-30. Johnston 324; 357-67. Gordy 367-70. S. P. Lee, History of the United States (southern). (See references above.)

48. Reconstruction,

- a. Reasons why it was a difficult problem.
- b. Different theories advanced as to the condition of the seceded states.
- c. Periods of reconstruction.

- 1). During the war.
 - a). Act of Congress, 1861,—war was not waged “for the purpose of overthrowing or interfering with the rights or institutions” of the seceding states. (Does this explain the recognition of West Virginia? Your reasons.)
 - b). Lincoln's proclamation, 1863.
 - c). After the fall of Richmond, Lincoln said, “Let 'em up easy.” What did he mean?
- 2). Work of Johnson.
 - a). Compare him with Lincoln in character and ability.
 - b). Amnesty bill, May 1865.
 - c). Organization of state governments,—manner and method.
- 3). Work of Congress.
 - a). Why did Congress object to Johnson's work?
 - b). Note the attitude of the south toward her soldiers; toward the negroes. Was there any excuse for this?

- c). Origin of and reasons for the XIV. amendment. How received by the South?
- 4). Reasons for the "iron law" of March 2, 1867.
 - a). Requirements under the military governments.
- 5). What states had to ratify the XV. amendment also? Reasons for this amendment. Do you think it should have been passed?
- 6). Impeachment of Johnson.
 - a). Cause and result.
 - b). Your opinion of it.
- 7). Carpet Baggers and Scalawags.
 - a). What does it signify that one of the Florida constitutions was prepared in Chicago?
- 8). Ku—Klux—Klan.
- d. Campaign of 1868.
 - 1). New issues,—why?
 - 2). Reasons for the Greenback party.
- e. Grant and reconsnruction.
- f. Hayes and reconstruction.

Am. Hist. Leaf. No. 26. Andrews II. 194-205. Channing 557-69. Epochs III. 254-77. Montgomery 465-77; 482-5; 495. Atlantic XXXVII. 21. McMaster 427-31; 439-42. Gordy 374-85. Fiske 393-6; 399. Johnston 367-72; 382. Thomas 331,631-6; 341-3; 348. Johnston's Politics 207-24. Blaine's Twenty Years II. ch. XIV. Sheldon 376-9.

READING:—Mary A. Livermore, "My Story of the Civil War". Julia Ward Howe, "Battle Hymn of the Republic". "Confederate Makeshifts," Harper's Magazine VII. 576. "Domestic Life in the Confederacy," Atlantic Monthly, August, 1886.

- 49. Foreign affairs since the war.
 - a. The French in Mexico,—cause and result.
 - b. Purchase of Alaska.
 - 1). Cause and value of.
 - 2). Compare the Klondike discovery with that in California in 1849.
 - c. Relations with England.

- 1). The treaty of Washington, 1871.
 - a). The Alabama claims.
 - b). The fishery question.
 - 1). Newfoundland.
 - 2). Alaska seal fisheries.
 - c). The Puget Sound boundary.
- 2). The Venezuelan trouble.
 - a). Did the Monroe doctrine apply here?
- d. The Pan-American Congress 1889, —object, result.
- e. Trouble with Italy, 1890; Chili, 1891.
- f. Relations with China and Japan.
 - 1). Burlingame treaty, 1868.
 - 2). Chinese immigration bill, 1881, 1888, 1892-3. (See Current History III. 745.)
- g. The Hawaiian difficulty.
 - 1). Would Hawaii be a desirable acquisition?
- h. The Spanish-American war,—cause.
 - 1). Suppose we had obtained Cuba in 1854.
 - 2). Account for the attitude of foreign nations.

Sheldon 379-80. Fiske 398. Johnston 379-80. Am. Hist. Leaf. No. 6. Thomas 338-41: 345-7: 376: 384: 389-90: 395-7. Channing 567-8: 570. Epochs III. 278. Gordy 398-400: 404-5: 420-1: 423-5: 429-31. Andrews II. 221-43. 253. Montgomery 477-9: 486: 510: 517-8: 520-1. McMaster 443-4: 449-51: 474: 465. Johnston's Politics 225. Blaine's Twenty Years II. 333-40, ch. XX. Century XXIV. 323: XXX. 738, 819: XXXVI. 902.

50. Political history.

- a. Origin of the Liberal Republicans and the National Labor Reform party.
- b. The Temperance party,—origin: effect.
- c. The Equal Rights party,—trace progress.
- d. Campaign of 1872.
 - 1). Compare with previous elections as to parties and issues.

Epochs III. 281-3. McMaster 442-5. Johnston 382-3. Thomas 348-9. Fiske 399. Montgomery 487-9: 510. Johnston's Politics 228-31. (See indexes).

e. Election of 1876.

- 1). Effect of the panic of 1873; of the "salary grab," 1873; of the Credit Mobilier, 1872; and of political "rings".
- 2). Why was the election contested?
- 3). The electoral commission,—composition and work of.

Channing 572-3. Montgomery 493-4 Epochs III. 279-86. McMaster 446-8. Gordy 411. Fiske 401-2. Johnston 384-5. Thomas 351-3; 356-9. Johnston's Politics 231-3; 263-4; 269. Blaine's Twenty Years II. 561-87. Macy's "Our Gov't." 85-6.

f. Election of 1880.

g. Civil service reform.

- 1). Lincoln, after the fall of Richmond, pointing to a crowd of office seekers, said,—“Look at that! Now we have conquered the Rebellion; but here you see something that may become more dangerous to this Republic than the Rebellion itself”. Has this proved true? Your reasons.
- 2). Bill of 1865 was ridiculed. Why?
- 3). Grant's work, 1871.
- 4). Hayes' pledge for a "thorough" reform.
- 5). The Pendleton act, 1882. (This covered 14,000 of the 120,000 government employees.)
- 6). Cleveland's civil service pledge and his success in keeping it.
- 7). Later additions to the reform list.
- 8). Arguments for and against this reform.

Channing 574-9. Montgomery 495-6; 498-9. Gordy 414-5. Epochs III. 277; 288-9; 293. Fiske 404-5. Johnston 394. Thomas 367. Sheldon 399-402. Johnston's Politics 226-7; 262; 268-70; 276. Macy's Our Gov't. 134-8. Blaine's Twenty Years II. 644-51. (See indexes.)

h. Elections since 1880,—candidates, parties, and platforms, with reasons for each success. Which way would you have voted? Why? Would it make any difference where you lived or what your business was?

i. The Presidential succession act, 1886.

- 1). Cause and terms.
- j. The electoral count bill, 1887.
- k. Ballot reform, 1888 etc.,—cause and effect.

Thomas 374; 394-5. McMaster 462-3. Gordy 416; 422-3. Andrews II. 206-21. Montgomery 506-8. Epochs III. 294-6. Johnston 399. (See indexes in larger histories.)

1. Economic politics.

- 1). Reduction of the national debt.
 - a). Was it wise to date the payment of bonds as late as 1891 and 1907? Your reasons. Effect on the tariff.
- 2). History of the tariff since the war.
 - a). Tariff of 1861-5.
 - b). Why were internal taxes and so-called revenue duties removed at once, and not the protective duties?
 - c). Why is it difficult to remove a protective duty?
 - d). Effect of the panic of 1873 on the tariff.
 - e). Cause and result of the tariff commission of 1882.
 - f). Republican platform of 1888 stood for a reduction of the national income without lowering the protective duties. Why?
 - (1). Result,—McKinley bill, 1890.
 - g). The Wilson Senate Tariff Act, 1894.
 - (1). The principal changes.
 - (2). Income tax,—its fate.
 - h). Trusts and the tariff,—why did people feel that lowering the latter would destroy the former?
 - i). The Dingley bill.

See indexes for "tariff". Channing 579-81. Montgomery 505; 510-1; 518. McMaster 466-7; 473. Gordy 407; 427-8. Fiske 400; 407-9; 411. Johnston 396. Thomas 381. Epochs III. 291. Taussig on the tariff.

3). Silver legislation.

- a). 1870, silver demonetized. Why? Germany did the same,—did it affect us?

- b). Effect of the discovery of silver in Nevada, etc.
- c). 1878, Bland silver bill,—purpose; effect.
- d). 1879, specie payment resumed.
- e). 1890, Sherman silver purchase act,—purpose and effect.
- f). Free silver discussed from 1890.
- g). Silver conference in Brussels, 1892,—purpose; result.
- h). Cause and effect of the panic of 1893. Comparê with previous financial crises.
- i). Repeal of the Sherman purchase clause, 1893,—cause and effect.
- j). Silver in the campaign of 1896.
 - (1). How would you have voted? Why? Suppose you had lived in Colorado?
- k). Will the Klondike mines affect the silver question? Your reasons.

Montgomery 489-92; 497-8; 515-6. Epochs III. 291-2. McMaster 435; 445-6; 448-9; 467; 471-2. Fiske 403. Gordy 412; 425-6. Johnston 389-91. Thomas 354, 362; 364-5; 380, 386, 396. Blaine's Twenty Years II. 602-10; 563-88. (See indexes).

- 4). Strikes,—study especially those of 1886, 1887, 1892, 1895,—cause and effects.
 - a). Effect of communistic and anarchical doctrines.
 - b). Attitude of employers.
 - c). Management of capital.
 - d). Effect of the civil war.
 - e). Effect of immigration.
 - f). Effect of trusts and corporations.
 - g). Trade unions and Knights of Labor.—Advantages and disadvantages of the above.

Montgomery 496, 505, 513, 517. McMaster 460-1; 464, 468. Gordy 408-9; 417, 423, 425, 428-9. Thomas 377-9; 391-2. Johnston 395, 397, 399. Johnston's Politics 263, 265. (See magazine articles and indexes.)

- 5). Admission of states.

m. Material development.

- 1). Progress in manufacturing.
- 2). Progress in transportation.
 - a). Railroads,—cause and effect.
 - b). Consolidation of railroads.
 - c). Inter-state commerce bill, 1887.
 - d). Great bridges,—Brooklyn, etc.
- 3). Progress in agriculture.
- 4). Submarine cable.—Suppose we had to do without it now?
- 5). Elevated railways,—cause, effect.
- 6). Telephone and other inventions.
- 7). Effect of great fires,—Chicago, Boston, etc.
- 8). Importance of standard time.
- 9). Value of the weather bureau system.
- 10). Purpose and effect of great expositions. 1876, 1884, 1893, 1898.
- 11). Mississippi jetty system.
- 12). Irrigation, forest reservations, natural gas, etc.

Channing 584-91. Andrews II. 284-94; 261-70. Montgomery 499, 503, 508, 510, 515, 518, 523. McMaster 434-5; 439; 454-5; 456-60. Gordy 386, 339-90; 399-404; 410, 415. Thomas 347-8; 350-I; 354, 364; 368-72; 383-4; 392, 397. Johnston 378-9; 388-9; 395, 405; 409-12. Fiske 405-II. Century XXII. 420. (See indexes.)

n. Population.

- 1). Compare increase by decades.
- 2). Account for the change in the center of population.
- 3). Immigration.
 - a). Why do foreigners come here? Where do they come from? Where locate?
 - b). What Americans desire immigration?
 - c). Cause and effect of the Contract Labor Act of 1887.
 - d). Chinese exclusion,—reasons for and against.
 - e). Should we exclude or limit other immigration? Note the educational restriction of 1898.
 - f). What can we do to Americanize foreigners?

- g). Are our naturalization laws satisfactory?
- h). Trace your own ancestry.
- i). Why are you an American?
- 4). Why have our cities grown so? Is it a good thing? Your reasons?
- 5). Why are so many New England farms deserted? Why do farmers retire? Who are the renters? Why? What would be the effect of good roads?

Channing 581-4. Epochs III. 297. Montgomery 512. Gordy 393-6; 398-9. Thomas 389. Johnston 402-12. Sheldon 386-90. Bryce, Am. Com. II. Pts. IV. VI. Eggleston in Century 1882-5. Current Hist. III. 68, 745. Nineteenth Century XII. 134; XXV. 431. N. A. Review CXXXIX. 258.

o. The New South.

- 1). The Blue and the Gray,—should there be any distinction?
- 2). Domestic life in the south today.
- 3). Industries.
- 4). The Freedman.
 - a). If he is poor and has a hard time now, whose fault is it?
 - b). Does the south need the negro? Your reasons.
 - c). Work of Booker T. Washington.
 - d). Purpose and result of the Atlanta Exposition, 1895.

Epochs III. 298. Montgomery 509, 518-9. Gordy 387-9. Thomas 363; 371-3. Sheldon 390-4. Forum XLII. 66, 673; XVI. 68. Century, March, 1885, p. 797; XXX. 3, 185, 674. Atlantic LXX. 828. Independent, Nov. 15, 1893.

p. Mormon question.

Epochs III. 268. Montgomery 501-2; 513. Thomas 367. Johnston's Politics 272. Century XXIII. 449, 712.

q. The Indian question.

Thomas 344, 349, 355. Johnston 388. Gordy 405-7; 418. Sheldon 381-5.

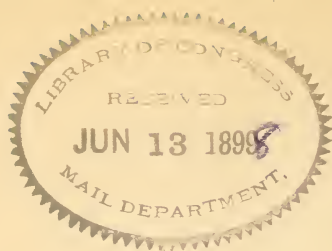
READING.—Longfellow, "The Revenge of Rain-in-the-Face."

r. The Great West.

McMaster 433-6; 455-6. Gordy 396-402. Sheldon 393-8.

READING.—Bret Harte, "What the Engines Said." Roosevelt's articles in *Century* of 1888.

- s. What are the chief political questions of today?
Their relative value? How should they, in
in your judgment be settled? Why?
- t. Our Nation's duty in World affairs.





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